ED 397 216 AA 001 275

Resources in Education (RIE). Volume 31, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 397 217 CE 066 711

Pennsylvania Blue Shield's Job Linked Skills Program. A Basic Skills Education Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 94
NOTE- 332p.; For related "Teacher's Manual," see CE 066 712.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Computer Assisted Instruction; Computer Simulation; Courseware; *Health Insurance; Inplant Programs; *Insurance Occupations; Job Performance; Job Skills; Job Training; Labor Force Development; *Literacy Education; Medical Vocabulary; Program Development; Program Effectiveness; Program Evaluation; Reading Skills; Teaching Guides; Writing Skills
IDENTIFIERS- *Pennsylvania Blue Shield; Workplace Literacy

A project developed a model curriculum to be delivered by computer-based instruction to teach the required literacy skills for entry workers in the health insurance industry. Literacy task analyses were performed for the targeted jobs and then validated with focus groups. The job tasks and related basic skills were divided into modules. The job tasks were presented in job-related scenarios that engaged the learners in tasks they must solve. Five modules were developed: orientation to computer software, medical terminology, reading claims forms, clear writing, and using reference materials. Job-related screening and criterion-referenced assessments, student

ED 397 234 CE 071 994

Adult Literacy: The Next Generation. An NCAL White Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 37p.; Originally presented at a Literacy Policy Forum (Washington, DC, March 17, 1995). For a related document, see ED 382 810.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Literacy; Competition; Economic Climate; Economic Development; Educational Change; Educational Needs; *Educational Policy; *Educational Practices; *Educational Research; Educational Technology; Educational Trends; English (Second Language); *Literacy Education; Literature Reviews; Position Papers; Professional Development; Program Improvement; Technological Advancement; *Theory Practice Relationship; Trend Analysis; Workplace Literacy
IDENTIFIERS- *Family Literacy; National Adult Literacy Survey (NCES)

During the past 5 years, groundbreaking studies of adult literacy and literacy education have been conducted that can help policymakers and practitioners shape the next generation of adult literacy work in the United States. Among the topics examined in those studies were the following: relationship between literacy and economic well-being; literacy instruction and measurement; workplace literacy and competitiveness; English as a second language; family literacy; professionalization and standards; and electronic technologies in education. It was discovered that, despite increased awareness of adult literacy as a social issue and increased enrollment in literacy programs, efforts to improve adult literacy have not yet brought the dramatic gains for which policymakers, the literacy community, or the public have hoped. Useful ways to improve the effectiveness and efficiency of adult literacy programs were identified, and specific recommendations concerning adult literacy practice, research, and policy were formulated. It was concluded that making major gains toward the goal of a fully literate United States will require the following: more funding of literacy efforts; better targeting of available resources toward improving customer service; tailoring programs to address diverse needs; and developing user-friendly educational technologies. (Contains 74 endnotes and 88 references.) (MN)

ED 397 235 CE 072 011

Driscoll, Margaret
Assessing Corporate Culture and Infrastructure before Undertaking Cost-Benefit Analysis.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Corporations; *Cost Effectiveness; Costs; Efficiency; *Industrial Structure; Program Effectiveness; Work Environment

ED 397 254 CE 072 080

Shared Counselor Partnership Tool Kit.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 95
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); Community Colleges; Cooperative Planning; *Counseling Services; Counseling Techniques; Counselor Role; Learning Activities; Material Development; *Partnerships in Education; Program Development; Program Implementation; Records (Forms); Resource Materials; Rural Areas; *School Counseling; School Counselors; Secondary Education; *Shared Resources and Services; Statewide Planning; Tech Prep; Two Year Colleges; Urban Areas; *Vocational Education
IDENTIFIERS- *Texas

This tool kit contains the tools necessary to produce shared counselor partnerships for Texas area school districts to help students make a seamless transition from high school to postsecondary education opportunities. Among the topics discussed in the first eight sections are the following: developing the model; identifying/describing existing counselor partnerships and best practices; planning/designing partnerships (strategic planning, developing program goals and a plan of operation, assessing chances for success, leveraging local resources, building advisory committees, funding/grant writing); developing a program; selecting an operational format (program goals, program structure, components, developing a plan of operations and calendar of events/activities, formulating an evaluation model); identifying counselor and program coordinator roles and responsibilities; planning/delivering training to student services specialists; and launching the program (designing effective brochures, newsletters, news releases, and publicity materials). The final section contains samples of materials and activities including the survey instrument that have been implemented to meet the goals of the shared counselor partnership in Texas' North Harris Montgomery Community College District and five other initiatives in Texas. (MN)

ED 397 255 CE 072 081

Skill Standards and Certification Project. Final Document.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.
PUB DATE- Dec 94
NOTE- 397p.; For a related report, see CE 072 082.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Certification; Competence; Competency Based Education; Course Content; Curriculum; *Curriculum Development; *Electricians; *Job Analysis; *Job Skills; *Occupational Information; Skilled Occupations; Standards; State Curriculum Guides; Technical Occupations; Two Year Colleges

ED 397 272 CE 072 121

Bardine, Bryan
Using Pre-Instruction Questionnaires To Improve the Small Group Writing Class. Teacher to Teacher.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Diagnostic Teaching; Educational Needs; Needs Assessment; Student Characteristics; Student Experience; *Student Interests; Student Needs; *Student Surveys; *Writing Instruction

A preinstruction questionnaire was used with two small group writing classes at Goodwill Industries of the Miami Valley, Inc. (Ohio). The questionnaire was designed to provide as much information as possible about the students' knowledge and background in writing. The survey had four purposes: determine what kinds of writing students currently did or had done in the past, identify what types of writing interested the students, get each student's view of his/her writing, and determine whether students had thought about what personal goals they wanted to achieve by completing the course. Five categories of questions were included. The first set of questions were "types" questions that gave a sense of the students' experience with writing and types of writing. The second group were "likes/dislikes" questions in which students identified what they liked and did not like about writing. The third group included "comfort level" questions that determined how comfortable students felt writing. The fourth category contained "self-analysis" questions in which students thought about themselves as learners, writers, and goal setters. The final two questions were general questions--one that asked if the student had ever kept a diary or journal and another that asked if students received a newspaper at home. Results of the questionnaire helped the instructor plan and teach the class. (The questionnaire is appended.) (YLB)

ED 397 273 CE 072 127

Long-Term Job Retention Study of ONOW Completers. Final Report of a Two-Part Study.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jun 96
NOTE- 138p.; For an executive summary, see CE 072 128.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; Career Exploration; Educational Benefits; Educational Research; Education Work Relationship; *Employment Patterns; *Females; *Labor Turnover; *Nontraditional Occupations; Program Effectiveness; *Vocational Followup; *Wages

The purpose of a study was to assess the long-term effects of the Orientation to Nontraditional Occupations for Women (ONOW) training in reference to job retention and wages. The study determined the long-term job retention rate of ONOW completers,

ED 397 289 CE 072 174

Mississippi Curriculum Framework for Emergency Medical Technology--Basic (Program CIP: 51.0904). Emergency Medical Technology--Paramedic (Program CIP: 51.0904). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 154p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; *Emergency Medical Technicians; *First Aid; Leadership; *Medical Services; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the emergency medical technology (EMT) programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies for the program, and section II consists of outlines for each of the following courses in the sequence: EMT basic courses--EMT basic; EMT paramedic courses--prehospital environment; body systems; patient assessment and airway management; defibrillation skills; shock, trauma, and burn management; internship for clinical and field experience I; respiratory, cardiovascular, and medical emergencies; general pharmacology; internship/field experience II; obstetrical, gynecological, and neonatal emergencies; pediatrics; geriatrics; behavioral emergencies; and internship/field experience III; related vocational technical course--fundamentals of microcomputer applications; and related academic courses in anatomy and physiology I and II, general psychology I; general chemistry I; general chemistry lab I; general biology I and II; and microbiology. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 290 CE 072 175

Mississippi Curriculum Framework for Health Care Assistant (Program CIP: 51.1614--Nursing Assistant/Aide). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 45p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based

ED 397 307 CE 072 192

Mississippi Curriculum Framework for Drafting and Design Technology (Program CIP: 48.0102--Architectural Drafting Technology) (Program CIP: 48.0101--General Drafting). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 86p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Algebra; Architectural Drafting; Behavioral Objectives; Blueprints; Communication Skills; Community Colleges; Competence; *Competency Based Education; Computer Assisted Design; Construction (Process); Construction Materials; Core Curriculum; *Drafting; Engineering Drawing; Equipment Utilization; Estimation (Mathematics); Geometry; Heating; Machine Tools; Numerical Control; State Curriculum Guides; Statewide Planning; Technical Institutes; Topography; *Trade and Industrial Education; Two Year Colleges; Welding; Work Experience Programs
IDENTIFIERS- *Design Technology; Mississippi; Quality Assurance

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the two course sequences of the state's postsecondary-level drafting and design technology program: architectural drafting technology and drafting and design technology. Presented first are a program description and both suggested course sequences. Section I lists baseline competencies taught in the program. Included in section II are outlines of each course in the residential carpentry technology course sequence: fundamentals of drafting, principles of computer-aided design (CAD), machine drafting I, intermediate CAD, descriptive geometry, architectural design I, elementary surveying, advanced CAD, structural drafting, mapping/topography, machine drafting II, quality assurance, computer numerical control drafting, geometric dimensioning and tolerancing, construction materials, fundamentals of machining processes, highway drafting, cost estimating, statics and strength of materials, electronic drafting, pipe drafting, architectural design II, steel ship building/design, special project, work-based learning in drafting and design technology, and blueprint reading I and II. Courses in the related academic sequence are as follows: English composition I, oral communications (principles of speech), and college algebra. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 308 CE 072 193

Mississippi Curriculum Framework for General Drafting (Program CIP: 48.0101--Drafting, General). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 81p.; For related documents, see CE 072 162-231.

ED 397 324 CE 072 209

Mississippi Curriculum Framework for Metal Trades (Program CIP: 48.0590--Metal Trades). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 86p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Leadership; Machine Repairers; *Machine Tool Operators; *Machine Tools; *Metal Working; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Welding
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for metal trades I, IIA (advanced welding), and IIB (advanced machine shop). Presented first are a program description and course outlines. Section I contains curriculum frameworks for the courses, and section II contains outlines of the instructional units required in each course. Units in metal trades I are as follows: orientation and safety; measurement, inspections, and blueprints; bench work; power saws and drilling machines; basic oxyacetylene welding, cutting, and brazing; basic shielded arc metal welding; basic machine shop; and basic sheet metal repair. Advanced welding units in course IIA include the following: shielded metal arc welding, gas metal arc welding, flux core arc welding, gas tungsten arc welding, and plasma arc cutting. Units in advanced machine shop course IIB are as follows: lathe operations, milling operations, and grinding operations. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 325 CE 072 210

Mississippi Curriculum Framework for Welding (Program CIP: 48.0508--Welder/Welding Technologist). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 63p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Leadership; *Metal Working; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation;

ED 397 341 CE 072 226

Mississippi Curriculum Framework for Business and Office and Related Technology Cluster. Office Systems Technology (CIP: 52.0401--Administrative Assistant/Secretarial). Accounting Technology (CIP: 52.0302). Medical Office Technology (CIP: 52.0404--Medical Admin. Asst./Secretarial). Microcomputer Technology (CIP: 52.0490). Court Reporting Technology (CIP: 52.0405). Paralegal Technology (CIP: Paralegal/Legal Assistant).

SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 166p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Accounting; Behavioral Objectives; Business Communication; *Business Education; Community Colleges; Competence; *Competency Based Education; Computer Oriented Programs; *Core Curriculum; Court Litigation; *Court Reporters; Database Management Systems; Desktop Publishing; Educational Equipment; Keyboarding (Data Entry); *Legal Assistants; Legal Education (Professions); Microcomputers; Office Machines; *Office Management; Professional Development; Records Management; Shorthand; Spreadsheets; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; Vocabulary; Word Processing
IDENTIFIERS- Machine Shorthand; Machine Transcription; Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for four programs in the postsecondary-level business and office cluster (office systems, accounting, medical office, and microcomputer technologies) and two programs in the legal cluster (court reporting and paralegal technology). Presented first are program descriptions and suggested course sequences for each program. Section I lists baseline competencies for each program. Section II consists of course outlines for the following: 29 business and office courses (keyboard speed building, document formatting/production, professional development, applied business math, mechanics of communication, microcomputer applications, electronic spreadsheet, records management, word processing applications, accounting, business communication, database management, operating systems, computerized accounting, machine transcription, advanced microcomputer applications, administrative office procedures, desktop publishing, advanced business accounting, income tax accounting, payroll accounting, supervised work experience, medical machine transcription I-II, medical office terminology I-II, medical office concepts, medical information management, and network management); 21 legal courses (stenograph machine shorthand I-II, speed building I-II, stenograph machine shorthand III, court reporting procedures, stenographic machine shorthand IV, court reporting technology court reporting internship, legal systems and terminology, family law, legal research, wills/estates, real property I-II, legal writing, administrative law/bankruptcy, paralegal skills/applications, civil litigation, torts, paralegal internship); related vocational-technical courses (computer operations, BASIC); and related academic courses (principles of accounting I-II, legal environment of business, principles of economics (macroeconomics). Each course outline contains some/all of the

ED 397 360 CG 027 215

Teen Drinking Prevention Program. Event Action Guide.
PUB DATE- 95
NOTE- 18p.; For other documents in the "Teen Drinking Prevention Program," see CG 027 213-218. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; *Adolescents; Alcohol Abuse; Community Action; *Community Programs; *Drinking; Drug Abuse; Prevention; *Program Development; Public Education; Public Opinion; Public Service; Social Responsibility; Substance Abuse; Youth Programs
IDENTIFIERS- Youth Participation

Underage drinking presents a serious health risk not only to young people themselves but to entire communities. This program guide is designed to help communities establish their own underage drinking prevention programs. Community norms, actions, and attitudes toward alcohol affect young people, as do the ways in which alcohol is promoted. Solutions to illegal drinking are dependent on the entire community working together to create healthy environments in which young people can make the right choices. This guide will help community organizers develop special events which encourage healthy lifestyle choices. Some of the issues addressed here include the delivery of messages at special events, implementing a teen drinking prevention program event, developing an effective partnership with event organizers, selecting event activities, creating a mini-event, making materials for the program, and ensuring a safer event for young people. Also described are programs in four cities which promoted teenage abstinence from alcohol. (RJM)

ED 397 361 CG 027 217

Teen Drinking Prevention Program. Community Action Guide.
PUB DATE- 95
NOTE- 25p.; For other documents in the "Teen Drinking Prevention Program," see CG 027 213-218.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Adolescents; Alcohol Abuse; *Community Action; Community Programs; *Drinking; Drug Abuse; Prevention; Program Development; *Public Education; Public Opinion; Public Service; Social Responsibility; Substance Abuse; Youth Programs

Preventing the use of alcohol and other drugs by young people is a critical issue for all Americans. This action guide is designed to help communities create programs that prevent the tragedies caused by underage drinking. It is intended as a tool that communities can use to create a broad-based public education program in which they can communicate to residents the seriousness of the teen drinking problem and motivate them to become part of the solution. It is hoped that participating communities will be able to increase the number of youths who understand the physical and psychological risks of alcohol. The

ED 397 381 CG 027 246

Making Prevention Work.
PUB DATE- 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Drinking; *Drug Abuse; *Drug Education; Health Education; Information Dissemination; Narcotics; *Prevention; *Publicity; Public Support; Substance Abuse; Tobacco
IDENTIFIERS- *Public Awareness

This booklet provides data and information to show that substance abuse prevention is working and encourages all sectors of society to become involved. Twenty percent of the document features background information about what's working to prevent substance abuse, lists of risk and protective factors, data that show the relationship between substance abuse and society's problems, and organizational and bibliographic resources. Eighty percent of the document consists of a chart book of camera-ready facts, figures, charts, and graphs that can serve as a quantitative primer to prevention. The fact sheets summarize data that establish alcohol, tobacco, and other drugs as significant cofactors in other major public concerns. The sheets were designed to raise awareness and help generate support for prevention programs and policies among legislators, business leaders, media, educators, health care providers, and others in the community. The information is designed to accommodate the needs of diverse groups of organizations, individuals, and levels of government. Among the materials designed to enlist the help of the media are samples of a press announcement; an opinion editorial; a letter to the editor, along with a sample cover letter; a public service announcement; and newspaper ads. A fold-out chart gives a point-by-point strategy for reaching the media, and offers advice on how to place public service ads and announcements. (RJM)

ED 397 382 CG 027 248

Lark, Melody
Government Preference for Drug Enforcement over School Drug Prevention Programs: A Historical Exploration.
PUB DATE- Apr 96
NOTE- 148p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- *Drug Abuse; Drug Education; *Drug Legislation; Elementary Secondary Education; Federal Government; *Government Role; Legislation; *Prevention; Public Health Legislation; School Policy; *School Role; Substance Abuse
IDENTIFIERS- *Drug Policy

The primary thrust of this research project was to explore the history of federal government drug control enactments and organizations in the United States. The purpose of this

ED 397 401 CS 012 558

Johnson, Phyllis; Marlow, Patti
Improving Student Spelling Skills through the Use of Activities Focusing on Retention and Transfer.
PUB DATE- Apr 96
NOTE- 59p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Class Activities; Classroom Research; Grade 2; *Instructional Effectiveness; Primary Education; Retention (Psychology); Skill Development; *Spelling; *Spelling Instruction; Writing Assignments
IDENTIFIERS- Illinois (Chicago Suburbs); Spelling Research

A study described and evaluated a program for increasing student retention and transfer of weekly spelling words into daily writing. The targeted population consisted of second-grade students in two different middle-class communities. One community was growing, while the other was more established; both are located in suburbs of Chicago, Illinois. The problems of low retention and transfer of spelling words were documented through teacher observation, assessment of student writing samples, and data collected from pretests. Analysis of probable cause data revealed that spelling programs placed little or no emphasis on previously learned words. It was reported that students were not required to use these words for authentic purposes outside of the spelling lessons, and that spelling programs did not emphasize needed spelling, editing, and reference skills. Teachers had observed that students often misspelled words in writing even after the words had been presented in spelling lessons. A review of solution strategies combined with an analysis of the problem setting results in the selection of three major categories of intervention: requiring students to apply spelling words in authentic writing assignments; editing for spelling during the final stage of writing; and creating a personal spelling dictionary. Post intervention data indicated an increase in student ability to retain and transfer weekly spelling words during authentic writing assignments. Students also demonstrated an increase in the use of various spelling strategies. (Contains 31 references, and 8 tables and 8 figures of data. Appendixes present the pretest, a spelling trend assessment sheet, and a "Spelling Stars" worksheet.) (Author/RS)

ED 397 402 CS 215 311

Fey, Marion Harris
Transcending Boundaries of the Independent Scholar: The Role of Institutional Collaborations.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; *College School Cooperation; *Cooperative Learning; Electronic Mail; Group Dynamics; Higher Education; High Schools; *Instructional Innovation; *Preservice Teacher Education; Scholarship; *Student Publications

ED 397 419		CS 215 352

Callahan, Susan
Using Portfolios for Accountability: The Ethic of Care Collides with the Need for Judgment.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; Ethics; Ethnography; High Schools; Language Arts; *Portfolio Assessment; Portfolios (Background Materials); Public Schools; *School Culture; *State Regulation; *State Standards; *Student Evaluation; Teacher Student Relationship; *Writing Evaluation
IDENTIFIERS- *Kentucky Education Reform Act 1990

In 1989, the Kentucky Supreme Court determined that the state's public school system was unconstitutional and called for the General Assembly to "recreate and re-establish a new system of common schools." A new system of accountability in language arts departments required portfolio assessment that was both objective and strictly consistent with procedures and regulations prescribed by the legislature. An ethnographic study examined this assessment process and explored the ways in which one high school English department, consisting of nine women, found themselves struggling with competing loyalties or ethical commitments. Teachers were not to grade any portfolios containing writing familiar to them, i.e., writing written for them in one of their classes. They were responsible for scoring 23 anonymous portfolios Difficulties began when a third reading was required to resolve a dispute between the first and second ratings. The size of the school made it almost unavoidable that the third reader would have to evaluate a portfolio put together by a former student. Problems in scoring portfolios arose when teachers were required to give low scores to students they knew to be proficient writers and when teachers encountered a portfolio they believed had not been completed by a student. The primary weakness of the Kentucky portfolio assessment system may be that it encourages teachers to practice a dangerous form of self-deception: they are asked to pretend that they can become dispassionate readers, able to evaluate themselves and their students objectively. (Contains 11 references; the Kentucky Writing Assessment holistic scoring guide is appended.) (TB)

ED 397 420		CS 215 360

Dyson, Anne Haas, Ed.
Diversity and Literacy Development in the Early Years--What Difference Does Difference Make?: Teacher Perspectives on Diversity, Literacy, and the Urban Primary School. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Discourse Analysis;

ED 397 439 CS 215 408

Proceedings of a Conference--"The Future of Grammar in American Schools" (Winchester, VA, August 10-11, 1990).
PUB DATE- Aug 90
NOTE- 81p.; For Proceedings 1991-1995, see CS 215 403-407.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; English (Second Language); *English Instruction; *Grammar; Higher Education; Journalism; Misconceptions; Personality Traits; *Teaching Methods; Tutoring
IDENTIFIERS- *Educational Issues; *Future Learning; Process Approach (Writing)

Providing alternatives to the way grammar is taught, this proceedings includes every paper (or summary) except one delivered at a conference on the future of grammar in American schools. Papers in the proceedings are: "Keynote: The Future of Grammar in American Schools" (Martha Kolln); "Approaches to Grammar: Teaching & Otherwise" (Kathy Lyday-Lee); "What Kind of Grammar Should We Teach in College?" (Cornelia Paraskevas-Shepard); "A Review of Grammar Textbooks" (Robert Sirabian); "Personal Editing Workbooks for Composition Students" (Sally Joranko); "Seeing as the Brain Sees: The Cognitive Process of Instruction (CPOI) Applied to Grammar" (Madlon Laster); "Challenging Misconceptions about Using One-to-One Tutorials to Teach Grammar/Style" (Kim Ballard and Linda Haynes); "Grammar Competency as Essential Knowledge for ESL Students Entering Professional Discourse Communities" (Linda Yost); "Blue-Jay Grammar" (Jean Murphy); "Arguments about Grammar: The Usage Books" (Maurice Scharton and Janice Neuleib); "Integrating Grammar into the Process Reading and Writing Approach" (Chrystena Chrzanowski); "The Role of Grammar Teaching in Higher Education" (George J. Oliver); "Arcade Grammar: Grammar and Syntax as a Recreational Activity" (Pat Wellington and Charlotte Perlin); "Teaching Grammar through Journalism" (Tina Lesher); "Quintilian, Syntax and Computer-Aided Instruction" (R. C. Hoover); "The Effects of Personality Type on Grammar Instruction" (Irene Brosnahan and Janice Neuleib); "Communicative Approaches to Teaching Grammar" (Macey B. Taylor); and "Teaching Grammar without the Grammar Books" (Ed Vavra). A list of conference participants concludes the proceedings. (RS)

ED 397 440 CS 215 409

Corbin, Susan
Understanding Student Voice as a Means to Power.
PUB DATE- 27 Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Ethnicity; Higher Education; *Language Role; Minority Groups; *Nonstandard Dialects; Power Structure; Racial Bias; *Reader Response; Social Class; *Student Empowerment; Teacher Student Relationship; *Writing (Composition); Writing Instruction

ED 397 458 CS 509 293

Newburger, Craig
The Century Turns on the Basic Course: Two Remedies for Swelling Demands and Shrinking Resources.
PUB DATE- Nov 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Departments; Higher Education; *Introductory Courses; *Speech Communication; *Teacher Developed Materials; Textbook Preparation; *Textbook Publication
IDENTIFIERS- Educational Issues; Interactive Teaching; *Technology Integration

As the century draws to a close, basic communication instruction at America's universities and colleges is experiencing a barrage of externally determined assaults. Departments are increasing enrollments-per-section while facing a decrease in the number of sections being offered. The agenda of many 1990s state legislatures and the federal government is to cut and slash, combine and eliminate. Two remedies that offer potential relief are departmental basic course textbook publishing and computer-assisted instruction (CAI). The creation of a campus-specific text authored in-house offers several benefits, including accommodating local instruction distinctions, cost reduction by using a local printer, and generating revenues from the sale of the text. CAI can be integrated into the basic course in a number of ways. Interactive computer-based lessons (CBL) allow students to interact via a computer, freeing more class time for discussion and application. Interactive instruction modules provide tutorials, simulations, and worksheets. Computer mediated communication (CMC) can be used to support dialogue, maintain contact between students and instructors, exchange information, and assist in performance evaluation. The interventions warrant consideration but require scrutiny of substantial financial and ethical issues. (Contains 10 references.) (CR)

ED 397 459 CS 509 299

Walker, Albert, Ed.
PR Bibliography, 1996.
PUB DATE- 96
NOTE- 241p.; For the 1995 edition, see ED 383 013. Journal published five times per year. The "PR Bibliography" issue is the middle (summer) issue each year.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Communication; Business Responsibility; *Ethics; Higher Education; Marketing; *Media Research; *Public Relations; Writing Skills
IDENTIFIERS- *Professional Concerns

Based on searches of more than 100 periodicals as well as flyers and brochures from 24 major publishing houses and university presses, this annotated bibliography presents a representative collection of books and journal articles (published in 1995)

ED 397 477 EA 027 712

Employer Recruitment & Orientation Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Education; Cooperative Planning; *Cooperative Programs; *Corporate Support; Educational Cooperation; *Education Work Relationship; Elementary Secondary Education; Orientation; *Partnerships in Education; *School Business Relationship; Work Experience Programs

Work-based learning is a competency-based experience that integrates classroom instruction with structured work site experiences. Its purpose is to allow students to gain occupational and employable skills while applying and advancing their academic abilities. This guide contains strategies and resources to help educators involve the business community in work-based learning. The guide is a tool for building the interest, understanding, and commitment of employers to form partnerships with schools and create work-based learning opportunities for young people. Section 1 describes strategies for approaching and interesting employers in work-based learning and for securing their commitment. The section also offers suggestions for preparing employers and their employees for working with and supervising students. Section 2 contains fact sheets that answer questions most commonly asked by employers about work-based learning. The fact sheets explain such logistical issues as liability, child labor, and union involvement, as well as five different program approaches. Highlights of case studies of work-based learning experiences are included. The third section summarizes the responsibilities and roles of each key person involved in work-based learning--the employer, the employee, the student, and the teacher/program coordinator. A glossary is included. (LMI)

ED 397 478 EA 027 713

Neblock, Carl S.
A Broad Base National Enrollment Model.
PUB DATE- Mar 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Salt Lake City, UT, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Algorithms; Bilingual Education; *Cohort Analysis; Compensatory Education; Cybernetics; Educational Finance; Elementary Secondary Education; *Enrollment Projections; *Enrollment Rate; *Enrollment Trends; Feeder Patterns; Group Membership; Models; School Holding Power; Special Education; Systems Approach

The use of the cohort-survival method for projecting student enrollments is widely known in educational finance literature; however, the limited information provided by the model impedes planners in making future operational decisions. The cohort-

ED 397 495 EA 027 730

From Paper to Practice: Challenges Facing a California Charter School. A Report Presented to the San Diego Unified School Board. Technical Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 16 May 96

NOTE- 113p.; For an executive summary of this report, see EA 027 731.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accountability; *Charter Schools; Educational Assessment; Elementary Secondary Education; *Governance; *Governing Boards; *Parent Attitudes; Parent School Relationship; Program Effectiveness; Program Evaluation; School Choice; State Legislation

IDENTIFIERS- San Diego Unified School District CA

Signed into law on September 2, 1992, California's charter-school law has led to the approval of over 100 charter schools. San Diego City Schools (SDCS) was one of the first districts to sponsor charter schools, including the Harriet Tubman School, 1 year after the law became effective. This report provides a brief overview and summary of a case study-report of the charter school at Harriet Tubman Village operating since September, 1994. Data were derived from document analysis; a review of literature; parent questionnaires (81 out of 180 parents, a 45 percent response rate); classroom observations; and interviews with school district staff, school administrators, school board members, teachers, and parents. The background and context section recounts a brief history of the Tubman school from its inception. Findings are presented for four areas of interest--educational program, teacher characteristics and beliefs, governance and other issues, and parent perspectives. The following conclusions are made: (1) The lines of authority and liability between charter schools and the district are ambiguous; (2) the review and approval process did not produce a charter that is clearly consistent with the legislation or the school district's requirements; (3) the charter-school petition inadequately describes the school's educational program; (4) teachers express some of the concepts and teach some of the content that the petition describes; (5) standardized tests are driving significant adaptations in the educational programs; (6) the Tubman Governance Council has been partially inhibited because its authority is not clearly delineated; (7) governance council members had to grapple with serious and complex issues, often without an experienced leader; and (8) the principles of choice may be compromised if parents are not fully knowledgeable about the nature of Tubman's program and their other options. Recommendations are offered for autonomy and accountability issues, the education program, improved governance, ensuring informed parental choice, and future evaluation. Six tables and eight figures are included. Appendices contain the text of California charter school law, the San Diego Charter School Study: Guiding Framework, the methodological framework and notes, and parent responses. (Contains 16 references.) (LMI)

ED 397 496 EA 027 731

From Paper to Practice: Challenges Facing a California Charter

ED 397 513 EA 027 760

McChesney, Jim
What Works in Schools: Form and Reform for the 21st Century.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 9p.; Resource material for educators participating in the Dan O'Brien Education Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Acceleration (Education); Action Research; Cooperative Learning; Economically Disadvantaged; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; *Experiential Learning; Instructional Effectiveness; *Instructional Innovation; Teacher Effectiveness

Despite the commissions and politicians that decry the failures of public education, thousands of teachers, principals, and administrators struggle daily to provide children with an education that will open doors. This article examines some of these educators' efforts, which demonstrate that change and success are possible. Interviews were conducted with Siegfried Engelmann, professor of instructional research at the University of Oregon College of Education; Joanne Johnson, a 4th/5th-grade teacher at Goshen Elementary School in Springfield, Oregon; Bruce Joyce, director of Booksend Laboratories in Pauma Valley, California; Robert Slavin, codirector of the Center for Research on the Education of Students Placed at Risk at Johns Hopkins University; and Barbara Sizemore, dean of DePaul University School of Education. Some key strategies used by the five educators included: (1) direct instruction--a structured instructional program that works on the assumption that all children can learn and that basic skills should be the main focus of a compensatory-education program; (2) inquiry-based curriculum--an experience-based instructional philosophy in which curriculum is keyed to current events and issues of local or personal interest; (3) action research--a combination of approaches to improving classroom teaching and outcomes that combines specific steps designed to bring about improvement with testing to ensure the improvements occur; (4) Success for All--research-based programs in reading, writing, and language arts that emphasize cooperative learning, the identification of children in need, one-on-one tutoring where needed, assessment, and strong parent involvement; and (5) School Achievement Structure (SAS)--a highly structured set of routines designed to enable students, especially those living in poverty, to pass standardized tests. While there is no single, perfect way to create successful change, there are programs that work and people who are dedicated to improving educational opportunities. (LMI)

ED 397 514 EA 027 761

Connecting Learning and Work: A Call to Action.
PUB DATE- Jun 96

ED 397 531 EA 027 927

Assessment of School Based-Management. Volume III: Technical Appendix. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 47p.; For Volume I of this particular study, see EA 026 926. (There is no Volume II.) For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Data Analysis; Data Collection; *Educational Assessment; Educational Change; Elementary Secondary Education; Governance; *Organizational Change; Organizational Development; Participative Decision Making; Performance; *School Based Management
IDENTIFIERS- *Studies of Education Reform (OERI)

This document describes the methodology used to carry out the Assessment of School-Based Management Study, which identified the conditions in schools that promote high performance through school-based management (SBM). The 3-year project, sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), began in 1991. A literature review was conducted during the first year, case-study field research was conducted during the second year, and cross-site analysis was undertaken during year three. The first phase of data collection examined how SBM, when combined with ambitious curriculum and instruction reform, could work to improve the performance of school organizations. The conceptual framework was based on Lawler's high-involvement model (1986), which focuses on increasing employee involvement in organizational decision making. The case studies sought to discover whether the high-involvement model differentiated between schools that were struggling with SBM and those that were successful with SBM. Case studies examined a total of 27 schools from 5 school districts--3 in the United States, 1 in Canada, and 1 in Australia. An average of 7 interviews were conducted per site for a total of 189 school-level interviews with the principal and assistant principal, governance council members, the union representative, a resource specialist, and teachers. A total of 47 district-level interviews were conducted with district administrators and school board members. Cross-site analysis examined data from 17 schools from 8 school districts (7 in the United States and 1 in Australia). Methods included onsite visits; observations and surveys of teachers; analysis of archival data; and a total of 303 interviews with the principal, governance council members, the union representative, department heads, teachers involved in innovative practices, and teachers not involved in innovative practices. Five tables are included. (Contains 8 references and a bibliography of 19 items.) (LMI)

ED 397 532 EA 027 928

Khattri, Nidhi; And Others
Assessment of Student Performance. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Nov 95
NOTE- 263p.; For Volumes I-III of this particular study, see EA

ED 397 547 EA 027 943

Berman, Paul; And Others
School Reform and Student Diversity, Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 350p.; For Volumes I-III of this particular study, see EA 027 943-945. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Language Arts; Learning Strategies; *Limited English Speaking; Mathematics Instruction; Middle Schools; Program Effectiveness; *School Restructuring; Science Instruction; Second Language Learning
IDENTIFIERS- *Diversity (Student); *Studies of Education Reform (OERI)

More than one-fifth of American school-age children and youth come from language-minority families--homes in which languages other than English are spoken. This volume, the first in a series of three, presents findings of a study that examined exemplary school-reform efforts involving the education of limited-English-proficient (LEP) students. The study focused on language arts in grades 4 through 6 and mathematics and science in grades 6 through 8. Visits to eight exemplary sites showed that: (1) Students do not need to learn English before studying standard curriculum; (2) a comprehensive, schoolwide vision provides an essential foundation for developing outstanding education for LEP students; (3) effective language-development strategies exist and can be adapted to different local conditions; (4) high-quality learning environments for LEP students used strategies that engaged students in meaningful, indepth learning; (5) the sites used a schoolwide approach that restructured school units, time, decision making, and external relations; (6) external partners can help to improve the program; and (7) school districts can play a critical role in supporting LEP programs. A total of 14 tables, 4 figures, 38 sidebars, and a glossary are included. The appendix contains cross-site analysis tables. (Contains 119 references.) (LMI)

ED 397 548 EA 027 944

Berman, Paul; And Others
School Reform and Student Diversity, Volume II: Case Studies of Exemplary Practices for LEP Students. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 215p.; Supersedes ED 394 306. For an abbreviated version of this report, see ED 392 268. For Volumes I-III of this particular study, see EA 027 943-945. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *English (Second Language); Instructional Effectiveness; Intermediate Grades; Junior High

ED 397 564   EA 027 960

The Uses of Time for Teaching and Learning. Volume III: Research Design and Method. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 56p.; For Volumes I-IV of this particular study, see EA 027 958-961. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Extended School Day; Extended School Year; *Flexible Scheduling; Mixed Age Grouping; *Nongraded Instructional Grouping; Private Schools; Public Schools; *School Schedules; Student Interests; *Time Blocks; Time Factors (Learning); *Time Management
IDENTIFIERS- Studies of Education Reform (OERI)

This report describes the research design of a study that identified and evaluated a collection of reforms designed to enhance learning by altering the amount of and/or the quality of time devoted to learning. The study focused on the quantity and quality of time that teachers and students spent in school and, to a lesser extent, students' out-of-school activities. Researchers conducted case studies of 14 sites that had experimented with different ways of allocating time as a cornerstone of efforts to improve the quality of teaching and learning. All the schools served a substantial number of disadvantaged students. The sample included the following: (1) eight public schools and six private schools; (2) three elementary schools, five middle schools, two high schools serving grades 9-12, two secondary schools serving grades 7-12, one school serving grades 1-12, and one school serving students aged 16-21; (3) four residential schools; (4) eleven urban schools; (5) two schools that enrolled only boys; and (6) schools with student enrollments ranging from 20 to approximately 800. During the site visits, data were derived from the site-context record; interviews with teachers, administrators, and support staff; student focus groups; document analysis; and students' out-of-school-time diaries. Five exhibits are included. Appendices contain data-collection instruments and a list of reports derived from the study. (LMI)

ED 397 565   EA 027 961

Funkhouser, Janie E.; And Others
The Uses of Time for Teaching and Learning. Volume IV: A Research Review. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 128p.; For Volumes I-IV of this particular study, see EA 027 958-961. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Case Studies; Elementary Secondary Education; Extended School Day; Extended School Year; *Flexible Scheduling; Mixed Age Grouping; *Nongraded

ED 397 582 EC 304 910

Arkansas Rehabilitation Research & Training Center on Enhancing Employability of People with Disabilities. Annual Report Number Thirty-One.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; Employment Potential; Employment Programs; Information Dissemination; Job Performance; Job Placement; *Job Training; *Occupational Information; Outreach Programs; Program Effectiveness; Program Implementation; Research and Development; Research Projects; *Severe Disabilities; Technical Assistance; Theory Practice Relationship; *Vocational Rehabilitation
IDENTIFIERS- *Arkansas Rehabilitation Research Training Center; National Institute on Disability Rehab Research

This report describes major activities and accomplishments of the Arkansas Rehabilitation Research & Training Center on Enhancing Employability of Individuals with Disabilities from August 5, 1994 through May 14, 1996. The Center has a 5-year contract in the priority area of enhancing employability of individuals with severe disabilities. The mission, goals, and objectives are outlined and related to the six priority areas of the National Institute on Disability and Rehabilitation Research (NIDRR), and the programmatic strategies for achieving the objectives and goals are discussed. Outcome goals are identified in the areas of information access, service delivery, and employment. The project's 21 research projects are grouped by NIDRR priority areas with each objective listed and the specific projects addressing the objective summarized. Brief individual research project progress reports are included. The dissemination of information conducted by the project is reviewed with publications, presentations, and materials development and distribution listed. Each training and/or education program provided by the project is described. Also described is the technical assistance given by the center and its service and outreach activities. Supplemental projects are also reviewed. Consumer/constituent feedback on the center's activities is provided. A list of the faculty, staff, and members of the National Advisory Council is included. (CR)

ED 397 583 EC 304 911

Heidari, Farzin
Laboratory Barriers in Science, Engineering, and Mathematics for Students with Disabilities.
PUB DATE- Jun 96
NOTE- 18p.; The study was conducted under a grant from the Regional Alliance for Science, Engineering, and Mathematics, New Mexico State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 397 600 EC 304 930

Dunn, John M.
Special Physical Education: Adapted, Individualized, Developmental. Seventh Edition.
PUB DATE- 97
NOTE- 634p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Assistive Devices (for Disabled); Athletics; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Motor Development; *Physical Disabilities; Physical Fitness; Physical Recreation Programs; Program Development; Psychomotor Skills; *Recreational Activities; Special Education; Student Evaluation; *Teaching Methods; Therapeutic Recreation

This text on physical education for children and adolescents with disabilities attempts to bring together current research findings and best educational practices from the fields of adapted physical education, special education, psychology, medicine, physical therapy, occupational therapy, and therapeutic recreation. The book is organized into four major sections. Section 1 includes chapters on historical background, developmental patterns, motor learning and perception, and understanding individuals with disabilities. Section 2 is on managing the learning environment, with chapters on: organization and administration of special physical education, teaching special physical education, evaluation, and assistive devices. Section 3 presents 12 chapters on the following conditions that result in enervated or impaired movement: (1) orthopedic disabilities, (2) cerebral palsy, (3) muscular weakness and other movement disorders, (4) sensory impairments, (5) cardiopathic conditions, (6) respiratory disorders, (7) nutritional disturbances, (8) other conditions requiring special considerations in physical education, (9) mental retardation, (10) learning disabilities, (11) behavioral disorders, and (12) severe disabilities. Section 4 has chapters on the following specific activities and programs: activities and games for young children, rhythms and dance, individual lifetime activities, dual sports, team games, swimming, physical fitness, posture and body awareness, relaxation, and competitive sport for athletes with disabilities. (DB)

ED 397 601 EC 304 931

Lago-Delello, Ellie
Classroom Dynamics and Young Children Identified as At Risk for the Development of Serious Emotional Disturbance.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Classroom Communication; *Classroom Environment; Disability Identification; *Emotional Disturbances; Feedback; Grade 1; Group Dynamics; *High Risk Students; Kindergarten; Peer Relationship; Primary Education; Student Attitudes; Teacher

ED 397 619 EC 304 951

Olivier, Carolyn; Bowler, Rosemary F.
Learning To Learn.
PUB DATE- 96
NOTE- 260p.; Foreword by Bill Cosby.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; Diagnostic Teaching; *Educational Methods; Educational Principles; Emotional Problems; Higher Education; Individual Differences; Language Proficiency; *Learning Disabilities; *Learning Processes; Metacognition; Sequential Approach; Student Development; Student Evaluation; Testing; Two Year Colleges
IDENTIFIERS- *Landmark College VT

This guide to learning disabilities is primarily based on the experiences of parents and staff at Landmark College (Vermont), a two-year college specifically for students with learning disabilities. Chapter 1 introduces a group of Landmark parents and students who share their feelings and concerns. Chapter 2 describes learning by seeing, hearing, and doing, and emphasizes the central role of language development in all learning. Chapter 3 focuses on the roles of memory, attention, and automatization in learning. Chapter 4 shows how variations in learning may lead to learning difficulties and resulting emotional costs to the individual. Chapter 5 addresses the uses of tests and describes how a good evaluation can be used to plan an educational program. Chapter 6 explains the teaching principles of Landmark College and its use of a structured sequential approach to all coursework. Chapter 7 suggests ways for parents to help their learning-disabled child. Finally, Chapter 8 discusses the power of self-understanding and the principles of effective self-advocacy. Appendices describe the Landmark program, list other educational programs and institutions, and list relevant organizations, publications, and audiovisual materials. (DB)

ED 397 620 EC 304 952

Sebesta, Douglas S.; LaPlante, Mitchell P.
HIV/AIDS, Disability, and Employment. Disability Statistics Report 6.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Costs; Depression (Psychology); *Disabilities; *Employment; *Financial Needs; Financial Support; *Health Insurance; Human Services; Labor Force Nonparticipants; Longitudinal Studies; Severity (of Disability); Sex Differences
IDENTIFIERS- Medicaid; Medicare; Social Security Disability Insurance

This report on HIV/AIDS, disability, and employment analyzes data from the AIDS Cost and Services Utilization Survey of 1991-

ED 397 638 FL 023 774

Chen, Chi-Fen; And Others
A New Perspective on Teaching English Pronunciation: Rhythm.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Speech); *Chinese; *English (Second Language); Foreign Countries; Language Patterns; *Language Rhythm; Learning Strategies; *Pronunciation Instruction; Second Language Learning; Speech Skills; Stress (Phonology); Teaching Methods
IDENTIFIERS- Pitch (Language)

This paper explores the features of rhythm that make English difficult for speakers of Chinese and suggests some techniques for helping students speak English with an English rhythm. The focus is on information obtained during a workshop: the rhythmic differences between Chinese and English, word rhythm in English, and sentence rhythm in English. Not knowing the importance of syllable structure in English, many Chinese students ignore stress patterns of English words and often give each syllable the same strength, length, and pitch, resulting in poor pronunciation. Two suggested remedies are word stress pattern building and stress production in terms of syllable length, strength, and pitch. Many activities to correct these problems are suggested, such as using rubber bands as visuals for syllable length, using musical instruments to indicate pitch change, and using backchaining to practice stress patterns of long words. Sentence rhythm poses two difficulties to many Chinese students: stress and syllable grouping. Two suggested remedies are sentence stress pattern building and rhythmic grouping to practice pausing and linking of thought groups. Tools presented to help Chinese speakers learn English are designed for awareness building, ear training, and production. (Contains 10 references.) (Author/NAV)

ED 397 639 FL 023 789

Leer, Jeffry A.
The Schetic Categories of the Tlingit Verb.
PUB DATE- Dec 91
NOTE- 536p.; Doctoral dissertation, University of Chicago.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *American Indian Languages; Classification; Form Classes (Languages); Grammar; *Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); Phonology; Semantics; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Tlingit

An analysis of verbs in Tlingit, a U.S. Northwest Coast Indian language, begins with an overview of its situation and usage and of previous research. The second chapter sketches its phonological and syntactic characteristics. Subsequent chapters deal specifically with the verb. An analysis of verb categories distinguishes two groups: argumental and schetic. Two chapters then outline verb morphology: the verb complex (preradical and postradical elements) and morphophonological processes that act on the verb stem and verbal affixes. Chapter 6 describes the attitude survey, instructor's manual, and evaluation instruments were also developed. The curriculum materials were implemented at Pennsylvania Blue Shield; more than 200 students received instruction. (Appendixes include advisory council meeting minutes and publicity materials. An evaluation of the program by an outside evaluator is attached. These findings of the formative and summative evaluation are reported: 268 students participated in classes on a volunteer basis; students at all reading levels showed significant gains; students' attitudes showed very little change; students expressed a high degree of satisfaction with the course; and supervisors fully supported workers' participation. Appendixes to the evaluation include instruments and tabular information.) (YLB)

ED 397 218 CE 066 712

Pennsylvania Blue Shield Job Linked Skills Program. Teacher's Manual and Technical Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 81p.; For "Final Performance Report," on this project, see CE 066 711.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Computer Assisted Instruction; Computer Simulation; Courseware; *Health Insurance; Inplant Programs; *Insurance Occupations; Job Skills; Job Training; Labor Force Development; *Literacy Education; Medical Vocabulary; Reading Skills; Teaching Guides; Workplace Literacy; Writing Skills
IDENTIFIERS- *Pennsylvania Blue Shield; Workplace Literacy

Two closely related publications from the same project, a Teacher's Manual" and a "Technical Manual", are combined here. These manuals are intended to accompany a work force literacy course designed to meet the basic skills needs of midliterate adults employed or preparing for employment in the health insurance industry. Introductory materials: define functional context education; describe key features of the program, including its simulation approach, learners' personalized individual Learner Data Disks, and bookmarking; and detail how to use the program. Descriptions follow of the five modules in the program. Module 1 teaches learners how to use the computer; each learner must complete this module before any others. Modules 2-5 may be completed in any order. They teach basic skills required for entry-level jobs in the health insurance industry: medical terminology, reading claims forms, clear writing, and using manuals. The keys used in the module and the activities are described for each module. The technical manual consists of two chapters. Chapter 1 describes IBM system requirements, Macintosh system requirements, and installation procedures for IBM and Mac. A minitutorial walks the user through the courseware. It helps the user get started using the courseware and introduces key concepts at strategic points. Chapter 2 covers the control panel, using the mouse, and using learner data. Three appendices include a computer terms glossary, information on formatting and copying floppy disks, and an Institute for the Study of Adult Literacy (ISAL) computer bug report form. (YLB)

ED 397 219 CE 070 078

IDENTIFIERS- *Organizational Culture

One of the simplest definitions of cost-benefit analysis states "ultimately, it is nothing more than a logical attempt to weigh the pros and cons of a decision" (Gramlich 1981). This definition highlights two issues: practitioners should be clear about what decisions will be made as a result of this analysis, and they need to decide how they will measure the pros and cons. Organizational considerations when soliciting partners for a cost-benefit analysis include the following: the need for cooperation of other departments, advantages to partners, need for commitment of time and resources, and need to provide partners with access to records. The following issues are related to culture and infrastructure: the total cost of training; cultural taboos related to sharing information on salary ranges; departmental attitude toward sharing proprietary, strategic, competitive, or sensitive internal data; and acquisition of financial information. The literature on benefit models does not provide a single all-purpose benefits model because of the complexity of valuing benefits and establishing benchmarks. Two steps must be taken before conducting a cost-benefit analysis study--assessment of the organization's culture and infrastructure and identification of potential partners from divisions within the company who are willing to support data collection. (Contains 13 references.) (YLB)

ED 397 236 CE 072 013

Carr, Rey Alexander
Peer Helping: A Model for Service Learning.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Education Work Relationship; Foreign Countries; *Helping Relationship; Peer Counseling; *Peer Relationship; *Peer Teaching; Secondary Education; *Service Learning; Tutoring; Vocational Education

Focusing on student experience rather than distinguishing between vocational or academic education is essential to preparing students for future society. Seven trends are influencing the future for adolescents preparing for the work world: (1) a shift from employment where manual labor, physical dexterity, and minimal education are needed for jobs where reading, writing, and calculating abilities are essential; (2) a baby bust; (3) employer reliance on an employee's ability to reason and communicate; (4) employers' desire for employees who can learn new skills rapidly, shift gears, and adapt and work under pressure; (5) changes in family patterns and income that have led people to seek out alternative approaches to full-time employment; (6) improved policies to attract and keep qualified employees; and (7) the need for successful workers to be computer literate, be able to solve problems, interact with others, or use extensive cognitive skills. Service learning, and particularly the roles students can play in providing support to each other, is an essential component of school-to-work transition programs. Nine specific roles peer helpers can play in service learning are mentors, tutors, climate builders, at-risk group members, career assistants, transition agent, dilemma manager, re-entry agent, and mediator. (Contains 35 references.) (YLB)

ED 397 237 CE 072 014

IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; *Texas

This document contains the report of a project conducted to make the concept of a world-class work force a reality. The project was intended to design a comprehensive strategy to link elements from the state's existing vocational-technical education, job training, adult education, tech prep, and apprenticeship programs with the components of SCANS (Secretary's Commission on Achieving Necessary Skills). For this pilot project, the demand occupation of electrical worker (electrician) was selected. The college partnered with an electrical apprenticeship program to develop curriculum applications for reading for information, writing, applied mathematics, listening, teamwork, locating information, and applied technology. Activities conducted included the following: occupational research, defining workplace skills, conducting job observations, creating a representative group or local subject-matter experts, conducting a profile session, developing a list of critical entry-level tasks, selecting workplace skills to be infused into existing curricula, identifying on-the-job behaviors associated with each skill, determining the level of workplace skills required to perform each job task, and developing a profile document summarizing the results. The curriculum development project resulted in four products that are included in this document: (1) an Occupational Profile Handbook; (2) a workplace skills Curriculum Review and Enhancements proposal; (3) a Faculty Development Plan; and (4) Licensure, Testing, and Certification strategies. The document also contains 17 appendixes of project documents, including task analyses, job skills, press clippings, and a competency profile for electricians. (KC)

ED 397 256   CE 072 082

Skill Standards and Certification Project. Final Detailed Report. Year Two.

SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.

PUB DATE- Jun 95

NOTE- 235p.; For a related report, see CE 072 081.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Apprenticeships; Certification; Competence; Competency Based Education; Curriculum Development; *Electricians; *Job Analysis; *Job Skills; *Occupational Information; Pilot Projects; Skilled Occupations; Standards; *State Curriculum Guides; Technical Occupations; Two Year Colleges

IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; *Texas

This document reports on the second year of a project conducted to design a seamless training application model for infusing workplace skills into academic and occupational programs at the secondary, postsecondary, and apprenticeship level using the components of SCANS (Secretary's Commission on Achieving Necessary Skills). For this pilot project, the demand occupation of electrical worker (electrician) was selected. Activities during the second year included field testing of the enhanced curriculum, faculty development plan, and assessment strategies developed during the first year. An instructor developed and implemented learning activities based on the SCANS identified skills necessary to improve student success in reading for information, locating information, applied technology, and applied mathematics. Pretests and posttests their current work status, the amount and type of additional training since ONOW, and their level of satisfaction with the ONOW program. The study used a phone interview format. The population included 280 adult women who had completed the ONOW program at 1-6 Full Service Vocational Centers in Ohio. Results were as follows: 156 (55.7 percent) went on to further training after completing ONOW; the majority were currently working, had been working steadily since course completion, and were working for pay above $6.50/hour; women entering nontraditional careers received higher wages than those employed in traditional jobs; 70 percent (105 recipients) had worked 50 percent or more of the total available work time since ONOW completion; the correlation between overall satisfaction levels of ONOW and individual improvement rating was not statistically significant; 51 felt ONOW should increase its course length; and 29 respondents listed the power of the classroom and the supportive environment as being the most helpful part of ONOW. (Appendixes include the instrument, occupational codes, worksheet of wages and work time, and respondent responses and comments to questions.) (YLB)

ED 397 274   CE 072 128

ONOW Works! Orientation to Nontraditional Occupations for Women. A Program That Works for Women Who Want To Work. An Executive Summary of the ONOW Long-Term Follow-up Report.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jun 96
NOTE- 5p.; For the full report, see CE 072 127.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Career Exploration; Educational Benefits; Educational Research; Education Work Relationship; *Employment Patterns; *Females; *Labor Turnover; *Nontraditional Occupations; Program Effectiveness; *Vocational Followup; *Wages

Bridging the gap between women who need to support themselves and the employers who need a skilled work force is an Ohio program called Orientation to Nontraditional Occupations for Women (ONOW). The ONOW program is a 208-hour vocational program that introduces women to occupations in such industries as the following: manufacturing/production; residential, industrial, and highway construction; law enforcement; engineering technologies; transportation; and high tech areas. Piloted in 1987, it has grown to 12 sites statewide in 1996. Local program coordinators--all women with nontraditional career backgrounds--provide instruction in hands-on career exploration activities, technical math, blueprint reading, physical fitness, mechanical reasoning skills, employability skills, job survival skills, and transition skills. Placement statistics have consistently shown that at least 80 percent of program completers have been placed in nontraditional job training or employment, with wages over $8/hour. A 2-year research study was conducted to determine the employment and training status of 280 program completers. Key findings are as follows: over 71 percent were working, 66 percent full time; average earnings were $10.14/hour; 56 percent went on to some type of additional job training; on a four-point scale with four being the highest, participants rated the program 3.63; and they rated hands-on career exploration, the academics, and the self-esteem they gained as the most helpful parts of the program. (YLB)

Education; Core Curriculum; Educational Equipment; Home Health Aides; Leadership; *Medical Assistants; *Medical Services; *Nurses Aides; Nursing Education; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the health care assistant program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies for the nurse assistant/aide program, and section II consists of outlines for each of the following courses in the sequence: fundamentals of health care assisting; health care assisting concepts and skills; human needs/growth and development; nutrition and hydration needs of clients; elements of body structure and function; special care procedures; first aid/emergency procedures; human needs/growth and development; nutrition and hydration long-term care aide; homemaker services; and home health aide. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 291 CE 072 176

Mississippi Curriculum Framework for Postsecondary Health Information Technology (CIP: 51.0707--Medical Records Technol./Tech.). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 68p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Information Technology; Leadership; *Medical Record Technicians; *Medical Services; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the health information technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: health information technology courses--health record systems I; medical terminology; health care delivery systems; health care law and ethics; disease I; directed practice I; coding systems I; health record systems II; disease II; medical transcription; directed practice II; coding systems II; health care supervision; performance improvement techniques; computers in health care; health statistics; directed practice III; a related vocational-technical course--introduction to computers; and related academic courses in anatomy and physiology I and II. Each course outline contains some/all of the following: course name and abbreviation; course classification; course

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Air Conditioning; *Architectural Drafting; Behavioral Objectives; Blueprints; Building Plans; Building Trades; Classroom Techniques; Competence; *Competency Based Education; Computer Assisted Design; Core Curriculum; *Drafting; Educational Equipment; Employment Qualifications; Engineering Drawing; Equipment Utilization; Heating; Leadership; Mathematics Skills; Measurement Techniques; Orthographic Projection; Plumbing; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education; Ventilation
IDENTIFIERS- Mississippi; Residential Wiring

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for two secondary-level courses in drafting: drafting I and II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course consists of 14 units on the following topics: orientation; leadership/personal development; safety; introduction to drafting; tools and equipment; lettering; geometric constructions; orthographic projections; basic computer-aided design (CAD); dimensioning; threads and fasteners; sectional views; auxiliary views; and pictorial drawings. Topics covered in the 12 units constituting the second course are the following: orientation; safety; advanced leadership; employability skills; architectural drafting; area planning; structural systems and building materials; architectural working drawings; advanced CAD; civil drafting; plumbing/heating, ventilation, and air-conditioning drafting; and residential wiring plans. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles. (MN)

ED 397 309 CE 072 194

Mississippi Curriculum Framework for Electrician (Program CIP: 46.0302--Electrician). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 96p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Blueprints; Calculators; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Electrical Systems; Electric Circuits; *Electricians; Electric Motors; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Leadership; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education; Troubleshooting

*Welding
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for welding I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in welding I are as follows: occupational orientation and safety, drawing and welding symbol interpretation, oxyfuel gas cutting and welding, and shielded metal arc welding (SMAW). Units in welding II include the following: occupational orientation and safety review, SMAW (continued), gas metal arc welding short arc, gas tungsten arc welding, arc cutting principles and practices, drawing and welding symbol interpretation (continued), and job seeking skills. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 326 CE 072 211

Mississippi Curriculum Framework for Welding and Cutting Programs (Program CIP: 48.0508--Welder/Welding Technologist). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 54p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Metal Working; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; *Welding
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the welding and cutting programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: shielded metal arc welding, gas metal arc welding, welding inspection and testing principles, gas tungsten arc welding, flux cored arc welding, drawing and welding symbol interpretation, pipe welding, gas metal arc aluminum welding, plasma arc cutting, oxyfuel gas cutting principles and practices, air carbon arc cutting and gouging, advanced pipe welding, special problem in welding and cutting, and work-based learning in welding and cutting. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st following: course name, abbreviation, classification, and description; prerequisites; and competencies/suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles. (MN)

ED 397 342 CE 072 227

Mississippi Curriculum Framework for Computer Discovery (8th Grade). CIP: 00.0252.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 12 Dec 95
NOTE- 45p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Classroom Techniques; Competence; *Competency Based Education; *Computer Literacy; *Computer Oriented Programs; Desktop Publishing; Grade 8; Information Management; Junior High Schools; Learning Modules; Spreadsheets; State Curriculum Guides; Statewide Planning; *Technology Education; Telecommunications; Word Processing
IDENTIFIERS- Microsoft Windows; Mississippi

This document, which is intended for technology educators in Mississippi, outlines a modular instruction approach that allows eighth graders to experience various workplace technologies within four career cluster areas: agriculture/natural resources technology, business/marketing technology, health/human services technology, and engineering/industrial technology. Presented first are a course description, list of course goals, and course outline. The remainder of the guide is divided into two sections. Section I, the curriculum framework, lists suggested behavioral objectives to enable students to master the 19 competencies addressed in the course. Section II consists of outlines for the course's 10 units on the following topics: introduction to computer discovery; keyboarding; introduction to Windows; an operating system using Windows; word processing applications; data management applications; spreadsheet applications; telecommunications; desktop publishing; and computers in careers. Each unit outline contains suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. A student competency profile is appended. (MN)

ED 397 343 CE 072 228

Mississippi Curriculum Framework for Computer Information Systems Technology. Computer Information Systems Technology (Program CIP: 52.1201--Management Information Systems & Business Data). Computer Programming (Program CIP: 52.1201). Network Support (Program CIP: 52.1290--Computer Network Support Technology). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 87p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

guide provides an overview of the teen drinking problem and then explains how a community can begin to initiate changes in their neighborhoods. Outlined are ways to conduct a community risk assessment, strategies for actions, and how to alter community norms. Since raising public awareness is a large component of the program, the guide offers advice on how to involve the news media and how to target messages and audiences. Suggestions on special events and on developing an evaluation plan are also presented. (RJM)

ED 397 362 CG 027 218

Teen Drinking Prevention Program. Community Risk Assessment Guide.
PUB DATE- 95
NOTE- 41p.; For other documents in the "Teen Drinking Prevention Program," see CG 027 213-217.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Community Action; Community Programs; *Drinking; Drug Abuse; Prevention; Program Development; *Public Opinion; Public Service; Social Responsibility; Substance Abuse; Youth Programs
IDENTIFIERS- *Risk Assessment; Risk Reduction

Although the facts about underage drinking are widely known, the issues that surround this problem vary from one community to the next. Such issues include where and how underage drinking shows itself, how it is viewed by the community, and what residents think is a reasonable way to address underage drinking in their community. This guide is designed to help community members gather accurate information that will reflect the parameters of the teen drinking problem in their community. The guide offers help on defining program goals, how to include important sectors of fellow residents in planning and activities, and how to acquire needed support. This kind of risk assessment will allow a community to determine what programs, methods, or activities may best meet the needs of the community, rather than relying on actions advanced by a few vocal groups. Information is given on how to create a community risk assessment opinionnaire, such as selecting the target population, sampling, and getting a good response. Likewise, the guide explains how to perform a community audit, providing details on how to collect data, process the information, and prepare a report. A model opinionnaire and audit are appended. (RJM)

ED 397 363 CG 027 219

VanLith, Clinten David
Psychotherapists as Patient Suicide Survivors: A Review of the Literature on Psychiatrists and Psychologists, Including Those in Training.
PUB DATE- Jan 96
NOTE- 54p.; Doctoral Research Paper, Biola University
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Counselor Attitudes; Counselor Characteristics; *Counselor Client Relationship; Counselors; Literature Reviews; Mental Health Workers; *Psychiatrists; *Psychologists;

exploration was to assess how the federal government's past drug control record shapes the future of public school drug prevention programs. Drug enforcement, prevention, and intervention attempts made by the government work on changing the behavior of the target population. Illicit drug prevalence rates, however, indicate that the target population has not changed its behavior in the manner that the federal government has prescribed. In fact, the government has a history of failing to implement public policy in a manner that achieves stated objectives. This could be because the federal government has not: (1) efficiently or effectively allocated resources; (2) accurately identified, addressed, or measured the validity of the reasons for the problem in public policy; (3) understood target group behavior, particularly from the target group's perspective; (4) gained the cooperation of states and other policy actors in implementing public policy by allowing them greater control and input. Approximately 65 percent of the document consists of 34 tables which outline government drug-related terminology; the effects of drugs; drug-use trends; a history of government's drug-control efforts, ranging from 1620 to 1989; and other information. Contains 41 references. (RJM)

ED 397 383   CG 027 253

Schacht, Robert M.
Alcohol and Substance Abuse Prevention Curriculum Project: An Assessment of the Effectiveness of the Implementation of the Beauty Way Curriculum and of the Curriculum Itself: Technical Report on Evaluation Data.
SPONS. AGENCY- Navajo Tribe, Window Rock, Ariz. Div. of Education.
PUB DATE- 26 Aug 91
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Alcohol Education; American Indians; Children; *Curriculum Evaluation; Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; Program Evaluation; School Policy; *School Role; Substance Abuse
IDENTIFIERS- Arizona; *Navajo Studies

The Beauty Way Curriculum is an alcohol and substance abuse prevention program. This curriculum was designed for use in grades K-8 and includes at least five different lessons for each grade, along with supplemental materials. This research report analyzes the data collected by four instruments--training feedback forms, curriculum feedback forms, classroom observations forms, and student perceptions questionnaires--which were designed to assess the effectiveness of the curriculum. The data were drawn from 35 schools, which included 1,793 students and over 367 teachers, counselors, and other personnel. Results showed that 16% of students reported using alcohol and that 55.5% of students believed that at least one member of their family uses alcohol. Even so, for most students, the primary people who warned them not to use alcohol, tobacco, and other drugs were family members; teachers and counselors were much less likely to tell students not to use these substances. Teachers and other education personnel responded that the Beauty Way Curriculum provided them a much needed way of discouraging alcohol and substance abuse. Sixty-seven percent of teachers and counselors believed that the program provides powerful prevention skills needed to change the student's attitudes and behaviors related to alcohol and substance abuse. Five appendices present the student

IDENTIFIERS- *Collaborative Inquiry; *Collaborative Teaching; New York

Collaboration is beginning to be encouraged as colleges and schools search for ways to transcend the isolated circumstances of the independent scholar and the traditional classroom. Three collaborative projects that can be effective in preservice teacher education classes are: (1) a partnership with single school; (1) a partnership with a group of schools; and (3) a partnership with a distant college. All three projects helped students to transcend the boundaries of the classroom in their rural college, particularly important because their college is one of those "idyllic" colleges created to isolate and sanctify the independent scholar. In a mini-partnership with a single school, English education students responded to writings by students from a suburban senior high school. In a second move into the community, students collaborated with 15 schools throughout New York State to publish a collaborative newsletter, "Book Links," which related to young adult literature. College students contacted teachers whom they knew and, in some cases, visited their classes to request student participation. Last year copies of the newsletter went to 400 eighth graders from 15 schools. The third project enabled students to share common interests about literacy teaching via e-mail with preservice teachers in the distant South. The transition to collaborative-oriented teaching is not a smooth one as many of the students resist it because of ideological devotion to traditional practices. The three projects shifted the boundaries of the classroom and in the process fostered less competitive, more humanistic environments and advanced the learning of the participants. Contains 11 references. (TB)

ED 397 403 CS 215 312

Beaufort, Anne
Learning the Genre of the Press Release: Developmental Processes in Adult Writers.
PUB DATE- Apr 96
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cognitive Processes; Ethnography; Higher Education; *Learning Theories; Mass Media; *Public Relations; *Technical Writing; Writing Research
IDENTIFIERS- *Genre Studies; Media Writing; *Press Releases

During a year-long ethnography in a workplace setting (a non-profit job and literacy training agency), a study examined how managers learned new genres required in their jobs. There were 2 research questions: (1) what are the specific aspects of a genre to be mastered for effective written communication? and (2) what is the developmental process for acquiring written expertise in a given genre? Data collection involved participant observation of a subject one day a week over a year at a job resource center, collection of all drafts of press releases during that period, and interviews with the subject. Results correlated with the work of M. Himley (1986) and J. A. Langer (1985) in that surface features such as physical format and jargon were picked up first; issues of appropriate content and rhetorical strategies were understood and utilized only with repeated practice. The data contests C. Berkenkotter's work (1988) in that the subject seemed to be learning on both a

Interpersonal Relationship; Learning Processes; *Literacy; Primary Education; Program Descriptions; *Teacher Attitudes; *Urban Education; Writing Instruction
IDENTIFIERS- California (Berkeley); California (Oakland); *Diversity (Student); *Teaching Perspectives

Focusing on teachers' perspectives, this report examines sociocultural diversity and teaching by reconstructing the talk of a group of 10 teachers from the Oakland and Berkeley, California areas who met weekly for a school year. The curricular focus of the group was the teaching of writing, but over time the discussions of difference and child literacy broadened. A framework for teacher reflection, a framework grounded in teachers' reflections on classroom experiences, is outlined. Chapters in the report are: (1) Introduction: Teaching in City Schools; (2) Relationships in and Out of the Classroom: "Who Am I to Them?"; (3) Building Classroom Communities: "I'm from Texas; What Are You?"; (4) Negotiating Permeable Activities: "At First I Didn't Understand"; (5) Portraits of Children Learning: "What Did You Think of Me?"; and (6) Extending the Conversation: "It's Not about Telling You What to Do." A coda (The Permanence of Change and the Power of Reflection) concludes the report. Contains 67 references. (RS)

ED 397 421 CS 215 361

Flower, Linda
The Writing of Arguments across Diverse Contexts. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Higher Education; Inquiry; *Literacy; Nontraditional Students; *Persuasive Discourse; *Student Development; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Discourse Communities; *Writing Contexts

A series of three studies looked at argument across significant contexts to understand what students must learn to "argue" in these contexts and carry out their practices. Study 1 involved 19 pre-college minority writers who were asked to take a "rival hypothesis" stance to their source texts that discuss issues in minority education. In study 2, 9 returning women students applied some equally controversial readings to their own lives. Study 3 examined the practice of argument in a community center concerned with issues such as landlord and tenant relations, a situation which often starts with people who already have clear positions but who need to understand other people's arguments. Results indicated that (1) argument is not a unified practice; (2) if argument is understood as a social cognitive process, then argument cannot be reduced to familiar textual forms such as pro and con arguments or thesis and support; and (3) practices such as collaborative planning and reflection can help students move across contexts and practices in a more self-conscious and strategic way, to engage in inquiry, entertain rival perspectives and attempt to negotiate them in text. (Contains 13 references.) (RS)

ED 397 422 CS 215 362

Downey, Matthew T.
Writing To Learn History in the Intermediate Grades. Final Report.

IDENTIFIERS- Academic Discourse; *Voice (Rhetoric)

Students' conversational skills, sense of importance, and penchant for creating drama can create thoughtful and even powerfully compelling prose but only if readers let it. Unfortunately, the ways that beginning writers express ideas do not always match all readers' expectations. What does this have to do with what teacher-researchers call voice? Voice is often discussed in terms of writing that imitates the rhythms of speech or as a presence that shines through the text. But the practical question that gets asked again and again is how does the reader find voice on the printed page. In surveying the literature, what becomes apparent is the role of the reader in determining the presence of voice. Perhaps readers or instructors should start thinking of voice more in terms of the imperialistic power of language preferences and the resulting disenfranchisement of others. Papers that do not match conventional expectations are easier to discredit or dismiss as being out of control or incomprehensible. This means that students who live outside the White standard, Aglo-American, Christian, and economically prosperous parameters are liable to write in "unorthodox" or "incorrect" ways. In her book, "Justice and the Politics of Difference," Iris Marion Young discusses how denying difference contributes to oppression. Denying young writers the opportunity to use a form of language most comfortable to them may be seen as one form of this oppression. (TB)

ED 397 441 CS 215 414

Warner, Mary
Writing Partners: Facilitating Learning and Fostering Mentorships across Course Levels.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Cooperative Learning; *Cross Age Teaching; Education Majors; *Freshman Composition; Higher Education; Instructional Effectiveness; Instructional Innovation; *Mentors; *Partnerships in Education; *Preservice Teacher Education; Writing (Composition)
IDENTIFIERS- *Collaborative Learning; Preservice Teachers

This paper discusses writing partnerships consisting of preservice English teachers who are in the Composition (or Grammar) course for the English Teacher, a 300-level course, and students in Written Communication 101 or 102. The paper presents a concept of writing partnerships which does not merely replicate collaborative learning since the partnerships are formed between students in upper division courses and those in beginning writing courses. The paper offers the rationale and goals for these partnerships as well as some logistics for forming and assessing their success, and mentions that the concept will adapt to middle and high school settings. The paper states that the distinct advantages to establishing writing or learning partnerships in institutions with colleges of education include: opportunities for preservice teachers to have one-on-one encounters with lower level writing students, making them more cognizant of the kinds of writing and writers they may meet in their teaching careers; and, opportunities to provide first-year students with potential mentors who can play related to the knowledge and practice of public relations. The annotated bibliography is divided into 34 different categories, including business credibility and ethics, writing techniques, business responsibility, communication, crisis management, government relations, management, marketing, public relations profession, and research. A concise section on "How to Use This Bibliography" is also included. A list of periodicals is attached. (SR)

ED 397 460 CS 509 302

Hayward, Pamela A.
"Gung Ho" about Speech: The Use of Film To Address Stereotyping in the Public Speaking Classroom.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianpolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Awareness; Classroom Techniques; Communication Skills; Cultural Differences; *Films; *Filmstrips; Higher Education; Instructional Innovation; Intercultural Communication; Learning Strategies; *Public Speaking; *Stereotypes; Student Attitudes
IDENTIFIERS- *Communication Behavior; *Gung Ho (Film)

Audience adaptation is a concept that is heavily stressed in the basic public speaking course. One way to introduce students to a new audience is by using feature film clips as hypothetical examples. Clips heighten student interest without sacrificing academic rigor while allowing observation and evaluation of communication processes in action. One such film is Ron Howard's comedy "Gung Ho," starring Michael Keaton as an American auto plant executive who must adapt to a contingent of Japanese executives sent to oversee the plant after a buyout. The film pokes fun at both stereotypical American and Japanese communicative behavior, so students are able to address sensitive issues in a comfortable environment. After reviewing audience adaptation concepts with the class, a handout is circulated with instructions for students to pretend they are communication consultants and to evaluate the American executive's public speaking performance, rating his skill as a speaker, as well as his skill in audience adaptation. Using a worksheet, each student must make a recommendation for training representatives for cross-cultural meetings. Students use the knowledge gained from this activity to help prepare for class speech assignments. (A sample worksheet on the film is appended.) (CR)

ED 397 461 CS 509 303

Holtz, James; Reynolds, Gayla
The Effects of Emotional Memory Skills on Public Speaking Anxiety: A First Look.
PUB DATE- Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

survival method employs historical rates of usage to predict future patterns of usage and produces a grade-by-grade forecast for each student cohort. This paper presents a model that develops multipliers for several student-support programs to create a broad base of information. The model accommodates the number of regular public school students by grade level as well as an estimate of certain student-support programs--compensatory education, bilingual education, and 11 categories of special education. The model incorporates student-support-program requirements and adds the numbers of retained members to the next cohort, thus presenting a more accurate view of the enrollment picture. Two figures are included. (Contains nine references.) (LMI)

ED 397 479 EA 027 714

Coleman, M.; And Others
Re-Thinking Training for Principals: The Role of Mentoring.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Elementary Secondary Education; Foreign Countries; Inservice Education; *Interprofessional Relationship; *Leadership Training; *Mentors; Orientation; *Principals; *Professional Development
IDENTIFIERS- *Beginning Principals; Singapore; United Kingdom

The mentoring of new principals by experienced principals is generally accepted as an important aspect of the transition to the position. Different countries may stress different aspects of mentoring and conduct training at different stages of the preparation process. In the United States and Singapore, mentoring occurs as part of the administrator-training process, and in the United Kingdom it takes place as inservice education after the new principal has achieved the position. This paper compares the differences between the models of mentoring found in the United Kingdom and Singapore. Data were derived from a questionnaire sent to a total of 76 primary and secondary principals in Singapore and to a total of 70 principals in England. All had served as mentors to new principals. The overall response rates were 61 and 71 percent, respectively. Findings indicate that principals' perceptions of the mentoring process differed substantially. The concept of coaching is appropriate to a system in which the mentor observes and grades the aspiring principal. The attachment of mentors to proteges for 8-week periods in Singapore gives the mentor the opportunity to observe growth in skills. Singapore proteges benefit from the stress on learning, while the new English principal is more likely to place a high value on the support obtained from a trusted peer. Some mentors in Singapore reported that they experienced strain from having to evaluate their proteges but described the relationship as more developmental in nature than did the English mentors. Four tables and a copy of the questionnaire are included. (Contains 13 references.) (LMI)

ED 397 480 EA 027 715

School. A Report Presented to the San Diego Unified School Board. Executive Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 16 May 96
NOTE- 29p.; For the technical report summarized here, see EA 027 730.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Charter Schools; Educational Assessment; Elementary Secondary Education; *Governance; *Governing Boards; *Parent Attitudes; Parent School Relationship; Program Effectiveness; Program Evaluation; School Choice; State Legislation
IDENTIFIERS- *San Diego Unified School District CA

Signed into law on September 2, 1992, California's charter-school law has led to the approval of over 100 charter schools. San Diego City Schools (SDCS) was one of the first districts to sponsor charter schools, including the Harriet Tubman School, 1 year after the law became effective. This document provides a brief overview and summary of a case study-report of the charter school at Harriet Tubman Village operating since September, 1994. Data were derived from document analysis; a review of literature; parent questionnaires (81 out of 180 parents, a 45 percent response rate); classroom observation; and interviews with school district staff, school administrators, school board members, teachers, and parents. Findings are presented for four general areas--education program staff characteristics and beliefs, governance, and parent participation. The study found that: (1) The lines of authority and liability between charter schools and the district are ambiguous; (2) the review and approval process did not produce a charter that is clearly consistent with the legislation or the school district's requirements; (3) the charter-school petition inadequately describes the school's educational program; (4) teachers express some of the concepts and teach some of the content that the petition describes; (5) standardized tests are driving significant adaptations in the educational programs; (6) the Tubman Governance Council has been partially inhibited because its authority is not clearly delineated; (7) governance council members had to grapple with serious and complex issues, often without an experienced leader; and (8) the principals of choice may be compromised if parents are not fully knowledgeable about the nature of Tubman's program and their other options. Recommendations are offered for improving the education program, governance, parental choice, and evaluation. (Contains 10 endnotes). (LMI)

ED 397 497 EA 027 732

Izu, Jo Ann; And Others
Voice, Collaboration and School Culture: Creating a Community for School Improvement. Evaluation of the Pioneer SCBM Schools, Hawaii's School/Community-Based Management Initiative.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- 96
NOTE- 86p.; For executive summary, see EA 027 733.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Educational Assessment; *Educational Cooperation; *Educational Improvement; Educational

NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Economic Development; *Educational Change; *Educational Cooperation; *Education Work Relationship; Elementary Secondary Education; *Labor Force Development; Partnerships in Education

Connecting Learning and Work is a set of initiatives that combines education reform, work-force preparation, and economic development to prepare individuals for a lifetime of learning, citizenship, and career success. This report describes shifts in thinking about how students learn: meeting the needs of learners; schools, communities, and work sites as classrooms; assessment and certification of what students know and can do; flexible funding across institutions and through local partnerships; and lifelong learning. The report identifies nine critical needs that are emerging: (1) for new collaborative relationships that give local partnerships the power to make decisions; (2) for a shared understanding of what will be accomplished; (3) for students to obtain credentials that tell potential employers and postsecondary institutions what they know and can do; (4) for a system that serves all students; (5) to strengthen relationships between K-12 and postsecondary education; (6) to include employers as partners in education; (7) to prepare educators for teaching in ways that connect learning and work; (8) to hold local and regional partnerships accountable; and (9) for state leadership and individual responsibility. Steps for meeting these needs are suggested for state leaders and policymakers; parents and students; schools, school districts, and communities; higher education; and employers, employees, and business leaders. The foreword was written by Governor Tommy G. Thompson, Wisconsin, 1995-96 ECS Chairman. A list of resource organizations is included. Appendices contain a matrix that depicts the roles and components in an effective system connecting learning and work and a list of related publications from ECS. (Contains 19 references.) (LMI)

ED 397 515 EA 027 763

Listen, Discuss, and Act: Parents' and Teachers' Views on Education Reform.
PUB DATE- Jun 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Educational Assessment; *Educational Change; *Educational Innovation; Elementary Secondary Education; *Parent Attitudes; Parent Participation; *Parent School Relationship; Participative Decision Making; Partnerships in Education; Public Schools; School Restructuring; *Teacher Attitudes
IDENTIFIERS- *New American Schools

New American Schools (NAS) is a coalition of several partners dedicated to supporting innovative, successful schools throughout the country. The partners include the Education Commission of the States, the New American Schools Development Corporation, the seven NAS design teams, the RAND corporation, and various school districts and states. This publication presents findings of a study that examined the reactions of parents, teachers, and students to the various principles and

027 928-930. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Assessment; *Evaluation Criteria; Instructional Improvement; *Organizational Objectives; *Performance; Secondary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Studies of Education Reform (OERI)

New to the current assessment-reform movement is an emphasis on the use of performance assessments to support systematic state-, district-, or school-wide objectives. This document presents findings of a study that sought to document and analyze the key characteristics of performance assessments, the facilitators and barriers in assessment reform, and the impacts of performance assessments on teaching and learning. Researchers visited 16 schools that were developing and implementing performance assessments and conducted interviews with school personnel, teachers, students, parents, and school board members. Findings present several implications for policy and future research: (1) clearly state the purpose of the assessment system; (2) match the format of the assessment system with the purposes of the assessment; (3) institute system-wide procedures to ensure the technical quality of the assessment system; (4) design a performance-assessment system that contains a mix of different types of performance-assessment tasks and scoring procedures; (5) coordinate assessment reform with other elements of education reform and with other assessment requirements; (6) tap existing resources when developing assessments and coordinated reforms; (7) plan the timeline with consideration of the length of time needed; (8) communicate to the public the purposes of and the theory underlying the assessment system; (9) provide and encourage professional-development activities for teachers; (10) involve teachers in the design and implementation of the system; (11) encourage schools to provide teachers with time to develop assessments and to discuss experience with their colleagues; and (12) provide waivers from testing and reporting requirements to schools experimenting with innovative assessment techniques. A total of 43 exhibits are included. The appendix contains a list of the research questions. (Contains 58 references.) (LMI)

ED 397 533 EA 027 929

Khattri, Nidhi; And Others
Assessment of Student Performance. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Nov 95
NOTE- 439p.; For Volumes I-III of this particular study, see EA 027 928-930. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; Case Studies; Data Analysis; Data Collection; *Educational Assessment; *Evaluation Criteria; Instructional Improvement; Longitudinal Studies; *Organizational Objectives; *Performance; Secondary Education; Student Evaluation; Teaching Methods
IDENTIFIERS- *Studies of Education Reform (OERI)

Schools; *Learning Strategies; *Limited English Speaking; Middle Schools; Program Effectiveness; *School Restructuring; Second Language Learning
IDENTIFIERS- *Diversity (Student); *Studies of Education Reform (OERI)

Solving the challenges of educating language-minority students to the high standards expected of all children requires a willingness to reform the usual practices at many of today's public schools. This volume, the second in a series of three, presents findings of a study that examined exemplary school-reform efforts involving the education of limited-English-proficient (LEP) students. The study focused on language arts in grades 4 through 6 and mathematics and science in grades 6 through 8. The volume describes eight schools with exemplary approaches to the education of language-minority students. The schools were selected through a nomination process, telephone screening interviews, and two site visits to each of the eight schools. The case-study summaries briefly describe the school and community context; portray a scene from one or more exemplary learning environments; identify the strategies and learning models that work for LEP students; highlight structural innovations; identify supportive factors at the district or state level; and outline key findings. The strategies included accelerated learning environments, cooperative learning, long-term teacher-student cohorts, critical thinking, material presented in a meaningful context, and respect for students' cultural backgrounds. (LMI)

ED 397 549 EA 027 945

Berman, Paul; And Others
School Reform and Student Diversity, Volume III: Technical Appendix: Research Design and Methodology. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 49p.; For Volumes I-III of this particular study, see EA 027 943-945. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *English (Second Language); Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Strategies; *Limited English Speaking; Middle Schools; Program Effectiveness; *School Restructuring; Second Language Learning
IDENTIFIERS- *Diversity (Student); *Studies of Education Reform (OERI)

More than one-fifth of American school-age children and youth come from language-minority families--homes in which languages other than English are spoken. This volume, the last in a series of three, describes the research design and methodology for a study that examined exemplary school-reform efforts involving the education of limited English-proficient (LEP) students. The study focused on language arts in grades 4 through 6 and mathematics and science in grades 6 through 8. Researchers visited eight schools with exemplary approaches to the education of language-minority students. Selected through a nomination process, telephone screening, the schools represent diversity in geographic location, grade level structure, and native language of LEP students. During the site visits, researchers conducted interviews with teachers, support staff,

Instructional Grouping; Private Schools; Public Schools; *School Schedules; Student Interests; *Time Blocks; Time Factors (Learning); *Time Management
IDENTIFIERS- Studies of Education Reform (OERI)

A central theme in the history of American education in the 20th century is the expansion of formal schooling for more children. This literature review surveys the research on the educational uses of time, with a focus on the quantity and quality of time that teachers and students spent in school and, to a lesser extent, students' out-of-school activities. The review was undertaken as the first stage of a study that identified and evaluated a collection of reforms designed to enhance learning by altering the amount of and/or the quality of time devoted to learning. Chapters summarize the research on the quantity of time in school, the quality of time in school, and the uses of nonschool time and its impact on academic achievement and social development among young children and adults. Each chapter concludes with a summary and references. (LMI)

ED 397 566 EC 304 894

Independent Service Coordination: The Past, Present and Future in Illinois.
PUB DATE- 16 Jan 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Change Strategies; Court Litigation; *Delivery Systems; Developmental Disabilities; *Disabilities; *Human Services; *Integrated Services; Public Policy; Social Services; State Action; State Agencies; State Legislation
IDENTIFIERS- Case Management; *Illinois

This report reviews the development of independent service coordination for people with disabilities in Illinois and offers recommendations in support of free-standing and independent service coordination in the state. First the report defines independent service coordination, then it reviews the policy of the Illinois Planning Council on Developmental Disabilities in support of case management and coordination across agencies since 1989, with emphasis on relevant legislative and executive policy actions. The benefits of independent service coordination are identified, including assuring choices and independence for people and providing a single place to which people can go to receive assistance from the human service system. The current system of independent service coordination agencies is seen to be primarily the result of the Bogard Consent Decree of 1993 which called for comprehensive service coordination reorganization. Recommendations are offered, including: (1) adoption of a state policy supporting free-standing and independent service coordination for everyone seeking assistance from the human service system; (2) utilization of the existing network of independent service coordination agencies as the infrastructure for the system; and (3) designation of an independent state-level entity not involved in service delivery to oversee provision of service coordination in Illinois. An appendix contains an excerpt from a 1988 case coordination project's final report. (DB)

ED 397 567 EC 304 895

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); College Students; Compliance (Legal); Computer Assisted Design; Computer Assisted Instruction; *Disabilities; Engineering Education; *Federal Legislation; Higher Education; Internet; *Laboratories; Laboratory Procedures; Laboratory Safety; Legal Responsibility; Mathematics Education; Mobility Aids; Physical Mobility; Postsecondary Education; Required Courses; Science Education; Structural Elements (Construction)
IDENTIFIERS- Americans with Disabilities Act 1990; Rehabilitation Act 1973 (Section 504); World Wide Web

This report addresses the barriers college students with disabilities face in the laboratory setting. In engineering, mathematics, and science education most courses require laboratory work which may pose challenges to those with disabilities. Instructors should be aware of the individual needs of students with disabilities and make necessary accommodations. The legal requirements on accessibility are reviewed in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Services for students with disabilities that may be available at postsecondary institutions are explained. The characteristics that should be considered for the design of innovative tools or for modifying existing equipment in the laboratory settings are examined. Factors are highlighted that should be considered before the modification of laboratories. The design and production of a disability-accessible Computer Assisted Design/Computer Assisted Mathematics station are described and illustrated. An appendix lists 25 sites on the World Wide Web for helping students with disabilities in the areas of science, mathematics, and engineering. A second appendix lists 12 assistive technology sources. (CR)

ED 397 584 EC 304 912

Shotts, Cynthia, Ed.
Hospital to Home: A Guide for Transition Planners.
SPONS. AGENCY- Associated Colleges of Central Kansas, McPherson.; Kansas State Dept. of Health and Environment, Topeka.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Check Lists; *Disabilities; Disability Identification; Early Intervention; *Family Environment; Family Needs; Family Programs; Family Role; Health Needs; *Hospitalized Children; Hospitals; *Infant Care; Needs Assessment; Neonates; Policy Formation; Premature Infants; Referral; Resources; Systems Approach; *Transitional Programs

This guide outlines hospital-to-home transition guidelines to ensure a successful transition of an at-risk infant. Interagency planning is discussed, with the benefits for families, hospitals, and infant-toddler service providers highlighted. Steps that transition planners should follow to ensure a sound transition plan are provided. Useful suggestions are made by hospital-community transition planning teams. Information is provided on the following topics: identifying and monitoring potentially eligible children; referring eligible children to the community; facilitating the transition

Attitudes; Teacher Response; *Teacher Student Relationship; Time on Task

This study examined differences between kindergarten and first-grade children identified as at risk (AR) or not at risk (NAR) for the development of severe emotional disturbance on selected factors of classroom dynamics. Screening, using the Systematic Screening for Behavior Disorders measure, of all 628 kindergarten and first-grade children at two Florida elementary schools resulted in identification of 108 students at risk for development of serious emotional disturbance. Comparison focused on teacher factors, classroom interactions, student factors, and instructional factors. Both statistical and qualitative procedures were employed to analyze data. Results indicated that AR students experienced a markedly different reality in the classroom than their NAR peers. Four major findings emerged: (1) AR students were generally rejected by their teachers while NAR peers were not; (2) AR students received significantly more negative or neutral and non-academic teacher feedback statements than NAR peers; (3) AR students spent significantly less time academically engaged than NAR peers; and (4) teachers made few accommodations for these students and were generally resistant to making adjustments in tasks, materials, or teaching methods to meet the individual needs of AR students. However, AR and NAR students did not differ significantly in the number of initiating or receiving social interactions from peers or in their positive perceptions of teachers' expectations. (Contains 33 references.) (DB)

ED 397 602 EC 304 932

White, Keith; And Others

Training Program for Individuals Working with Older American Indians Who Are Blind or Visually Impaired. Training Manual.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- 2 Apr 91

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *American Indians; *Blindness; *Daily Living Skills; *Older Adults; Partial Vision; Rehabilitation; Self Care Skills; Travel Training; *Visual Impairments; *Visually Impaired Mobility

This manual is intended for people who are preparing to work with older American Indians with visual impairments and who have limited or no training in this area. Emphasis is on basic orientation and mobility skills and daily living skills. Preliminary information covers the following: the eye, definitions, the visually impaired population, and principles of courtesy. The first section deals with orientation/mobility techniques by which a person who is visually impaired travels with a sighted person. These include: gripping a guide, positioning, turning with a guide, signaling for narrow passageways, switching hands, going through doors, stairs, stepping off curbs, walking over uneven surfaces, forearm protective technique, trailing, squaring off, seating, and use of landmarks. The second section provides instruction on daily living skills, including: finding dropped objects, paper money organization, coin identification, using dial and push-button

1992, a longitudinal study of 1,949 HIV-infected men and women. The report examines the diagnostic history of people living with HIV and its relation to function, disability, and labor force participation over time. Study participants were interviewed six times over an 18-month period. Text, graphs, and tables present data on the following areas: demographics of the study population, HIV diagnostic categorization, health insurance coverage, Social Security Disability Insurance (SSDI), functional and activity limitations, measures of depressive symptomatology, labor force participation, and occupational status. Highlights of the study included the following: (1) 33 percent of study participants were covered by private health insurance, 38 percent had Medicare or Medicaid, and 29 percent had neither private nor public health coverage; (2) as diagnostic severity increased, the likelihood of private insurance coverage decreased; (3) men were far more likely to be receiving SSDI than women; (4) women were far more likely to have been denied disability insurance than men; (5) at each stage of HIV disease, women were more likely to report depression; and (6) over half the study population was out of the labor force at the time of the initial interview, with an additional ll percent unemployed but looking for work. Appendices provide technical notes and medical condition and symptom codes. Findings indicate that to encourage greater labor force participation of people with HIV and AIDS, attention must be given not only to reducing funcational disability but also the employer attitudes and access to health insurance and other work-related benefits and workplace accommodations. (DB)

ED 397 621 EC 304 997

McWilliam, P. J., Ed.; Bailey, Donald B., Jr., Ed.
Working Together with Children and Families: Case Studies in Early Intervention.
PUB DATE- 93
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Case Studies; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Practices; Educational Quality; Family Problems; Family Programs; Inclusive Schools; Individualized Family Service Plans; Parent Participation; *Parent School Relationship; Problem Solving; *Program Development; Social Integration

This book presents 21 case studies of young children with disabilities in a variety of family situations and settings, for early interventionists to study in planning and applying recommended practices. Section I, "Defining and Delivering Quality Services in Early Intervention," provides two introductory chapters: "The Search for Quality Indicators" (Donald B. Bailey, Jr. and P. J. McWilliam) and "Real-World Challenges to Achieving Quality" (P. J. McWilliam). Section II consists of the case studies themselves, including 15 cases which apply recommended practices and 6 cases which present problem-solving situations. The 15 recommended practices cases include "Little Things That Count" (Melissa R. Johnson and Marie Reilly); "Jack and Jill--and Sam?" (Mary R. Wandschneider and Charles A. Peck); "Thank You for Your Time" (Barbara Wagner-Siebauer); "The First Year Together" (James M. Helm and Linda H. Carothers); "An Orange Raincoat" (Marilyn Espe-Sherwindt); "Kindergarten's Not for Another 2 Years" (Mary Frances formal structure of the inflectional schetic categories, showing the morphological makeup of the categories and their combinations, illustrating with a sample conjugation of the verb "to eat." Lexical and aspectual categories are described and illustrated, and a listing of productive aspectual derivatives is offered, in chapter 7. Chapter 8 examines in detail the semantic properties of the Tlingit schetic categories, exemplifying them with excerpts from available texts. Contains 60 references. (MSE)

ED 397 640 FL 023 851

Kubota, Mikio
Teachability of Conversational Implicature to Japanese EFL Learners.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Consciousness Raising; Discourse Analysis; *English (Second Language); Foreign Countries; Higher Education; Japanese; Language Patterns; Learning Strategies; *Pragmatics; Second Language Instruction; *Speech Acts
IDENTIFIERS- *Conversational Analysis; Japan; *Japanese People

As teaching pragmatic competence is considered to be one of the neglected aspects in English language teaching in Japan, this paper investigates the teaching of conversational English implicature of 126 Japanese English-as-a-Foreign-Language (EFL) learners. University student participants were divided into three groups and given a multiple choice test and a sentence-combining test. In one group, the explanations of rules were given by a teacher; in the second, consciousness-raising tasks evolved from group discussion. The third group was a control. All subjects received a pre-test and two post-tests. Results indicate that experimental groups generated significantly better responses. In addition, no subjects extracted the expected pragmatic generalizations from the treatment that they were applying to the new items. Also, the conscious-raising groups performed better in the post-test than in the pre-test, and they had significantly higher scores in the guessing of items on the first post-test than the pre-test. Results confirm that teaching conversational implicature through explicit explanations of rules and consciousness-raising tasks is highly facilitative, amount of time and exposure to the pragmatic system may be a crucial factor to induction, and it may be advantageous for learners to process language on their own through consciousness-raising tasks. (Contains 20 references.) (Author/NAV)

ED 397 641 FL 023 852

Kubota, Mikio
The Effects of Instruction Plus Feedback on Japanese University Students of EFL: A Pilot Study.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Research; College Students; *English (Second Language); *Feedback; Grammar; Higher Education; Japanese; Language Processing; Language Tests; Learning

Gal, Iddo, Ed.; Schmitt, Mary Jane, Ed.
Adult Mathematical Literacy Conference Proceedings. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 3p.; For the full report summarized here on one page, see CE 071 991.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Daily Living Skills; *Educational Change; Educational Needs; *Literacy Education; *Mathematics Education; Mathematics Skills; Needs Assessment; *Numeracy; Professional Development; Teacher Education

A 3-day working conference on adult mathematical literacy took a first step toward ensuring that all adults acquire the mathematical skills they need to function on the job and in society, to achieve personal goals, and to support their children's education. Participants were adult educators involved in numeracy-related instruction, teacher training, and curriculum development and representatives of the mathematics education and adult education communities nationwide. Conference participants identified the "next steps" that should be considered by individual adult educators as well as by literacy programs and the larger adult education and mathematics education communities when discussing and implementing math education reforms. A major outcome was the establishment of the Adult Numeracy Practitioner Network. Key findings were as follows: the identification of critical content areas; little evidence that math education is fully integrated with adult literacy instruction or that assessment methods adequately test for numerical skills important in daily life; and most adult educators' lack of solid training in instructional techniques in this area. Several key recommendations were made: instructional practices should focus less on the traditional lecture format and more on hands-on activities and real-world tasks; assessment tools should be developed that offer diagnostic information; and support for teachers' professional development must be provided. (YLB)

ED 397 220 CE 071 659

Hinojosa, Oscar V.; Guillen, Alfonso
Environmental Technology (Laboratory Analysis and Environmental Sampling) Curriculum Development Project. Final Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 30 Jun 94
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; *Curriculum Development; Entry Workers; *Environmental Standards; *Environmental Technicians; *Laboratory Procedures; Labor Needs; Needs Assessment; *Sampling; Technological Advancement; Two Year Colleges; Vocational Education

A project assessed the need and developed a curriculum for environmental technology (laboratory analysis and environmental sampling) in the emerging high technology centered around environmental safety and health in Texas. Initial data were collected through interviews by telephone and in person and

Heaney, Thomas W.
Learning To Be Heard: Organization, Power and Literacy.
PUB DATE- Apr 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Illiteracy; Problem Solving; *Role of Education; *Social Change; *Social Problems
IDENTIFIERS- *Empowerment

The principal failure of attempts to reduce illiteracy in the United States lies in the conceptualization of the problem to which literacy is the solution and in an underfinanced practice that parallels dominant educational institutions, emphasizing the service of individuals. Adult education plays a critical role in liberatory action. Although the intervention of adult educators often preempts social goals by fostering individual advancement, systematic reflection--the core of adult education--is critical in shaping the direction of social change. One way to define literacy is to identify the problems for which it is the solution. The U.S. Literacy Initiative proposes literacy as a remedy for the exclusion of a large segment of the population from effective citizenship and productive jobs. The problem is one of functionality and is premised on an inventory of those functions appropriate to maintenance of the social order. However, illiteracy is not the cause, but rather a by-product of social disfunctions that are, in origin, related to class, gender, and race. The most critical problem to which illiteracy is related is economic and political inequality. Developing the context for literacy is not an educational task, but the principal political task of any society committed to equal participation and democracy. Literacy must be understood in a broader context of class, gender, and race and linked with productive social movements that redress social inequities. (Contains 11 references.) (YLB)

ED 397 238 CE 072 015

Heaney, Tom
Learning To Control Democratically: Ethical Questions in Situated Adult Education.
PUB DATE- Jun 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; Educational Philosophy; *Educational Theories; Group Dynamics; *Interpersonal Relationship; *Student Participation
IDENTIFIERS- *Situated Learning

Lave and Wenger (1991) reject individualistic and psychologistic theories of learning in favor of a more broadly social and contextual approach. They observe that all learning is situated not only in space and time, but also inextricably in relation to social practice. Learning is "legitimate peripheral participation in a community of practice." Community of practice is a broad characterization that encompasses all social relations. Learning is an individual's ongoing negotiation with communities of practice, which ultimately gives definition to both self and that practice, whether it be in the context of training, literacy acquisition, community action, or graduate education. The "learning situated at the were administered but did not show much difference, perhaps because of the short amount of time between each administration. Competency profiles for each course were developed, and faculty development activities were conducted, including the development of fact sheet; an electronic newsletter, workshops, videotapes, and a mentoring plan. Products contained in appendixes to the document include the following: course syllabi; a review of electrical construction occupation descriptions paired with SCANS; an electrical technology competency profile; fact sheets; an electronic newsletter; a competency-based education and SCANS workshop plan; ACT Work Keys occupational profile for construction electrician; sample wiring diagram and assignments; electrical construction operations report; and ACT Work Keys test descriptions. (KC)

ED 397 257 CE 072 083

Noll, Cheryl L., Ed.; And Others
Business Education Index 1995. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 1995.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Collected Works - Serials (022)
DESCRIPTORS- Accounting; *Business Communication; *Business Education; *Business Education Teachers; Data Processing; *Distributive Education; *Educational Research; Education Work Relationship; Entrepreneurship; Information Systems; Keyboarding (Data Entry); Marketing; Microcomputers; Office Management; Postsecondary Education; Secondary Education; Small Businesses; *Teacher Education

This index lists more than 2,000 business education articles and research studies that were published during 1995 in a selected list of periodicals that have been deemed essential to research and teaching in the broad business education spectrum. Among the subject categories under which articles are indexed are the following: administration and supervision; basic business (accounting, economics, entrepreneurship/small business, finance/investments, marketing); business education (tech prep and adult, career, consumer, cooperative, international technology, and vocational education); communications (business English, computer-based communications, court reporting, multicultural communication); curriculum (colleges/universities, graduate schools, middle schools, community colleges, high schools); document design and processing (desktop publishing, graphics, word processing applications); educational institutions; employment (job satisfaction, performance evaluation); general education; guidance and counseling; human relations (ethics/law, work behavior); information management/processing (data processing, data security, networks, records management); international business; keyboarding/typewriting; legislative issues; microcomputers; minority groups; office management; professional development; research methodology/issues; special needs; standards; teaching (classroom management, instructional strategies, media, student recruitment, teacher education, teacher performance); testing and evaluation; and training and development (instructional design, performance improvement, program evaluation, workplace impact). Articles are also listed by author. (MN)

ED 397 275 CE 072 129

Hunt, Earl
Will We Be Smart Enough? A Cognitive Analysis of the Coming Workforce.
PUB DATE- 95
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Cognitive Ability; Cognitive Measurement; *Cognitive Psychology; Educational Change; Education Work Relationship; Epistemology; Futures (of Society); *Job Performance; Labor Force; *Personnel Selection; Productivity; Vocational Education

This book applies what has been learned in cognitive science to analyze the work force. Chapter 1 takes the point of view that the United States has problems in the creation and distribution of wealth and that many of the problems and their solutions lie in the characteristics of the work force. Chapter 2 presents a psychometric model of abilities and discusses how tests are used to make employment decisions in the abstract. Chapter 3 summarizes relevant data about three major scholastic and industrial testing programs--the Scholastic Aptitude Test, the Armed Services Vocational Aptitude Battery, and the General Aptitude Test Battery--that predict performance in three important workplaces. Two intelligence tests are also examined. Chapter 4 combines two fields, psychometrics and demographics, to examine how current demographic trends and social policies may alter the distribution of cognitive skills across the work force in the next 10-15 years. Chapter 5 proposes that theories in cognitive psychology have the potential for explaining how superior thinking ability translates into workplace performance. Chapter 6 forecasts the cognitive demands that the early 21st-century workplace will present to its workers. Chapter 7 asks whether it is possible to teach people to learn and think in the abstract and suggests educational reforms to achieve these ends. An afterword addresses the controversy generated by the book, "The Bell Curve: Intelligence and Class Structure in American Life" (Richard Herrnstein, Charles Murray). Contains 219 references and an index. (YLB)

ED 397 276 CE 072 130

Grubb, W. Norton
Learning To Work. The Case for Reintegrating Job Training and Education.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Cost Effectiveness; Education Work Relationship; Evaluation Methods; *Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; School Business Relationship; Secondary Education; *Vocational Education

This book reviews the effectiveness of job training programs in the United States, concentrating on the most recent and most sophisticated evaluations. Chapter 1 identifies seven differences between education and job training. Chapter 2 describes the types of job training programs that are examined. Chapter 3 outlines the preferred methodology in recent evaluation, random assignment, and clarifies both its strengths

description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 292 CE 072 177

Mississippi Curriculum Framework for Medical Assisting Technology Programs (CIP: 51.0801--Medical Assistant). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 74p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Medical Assistants; *Medical Services; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the medical assisting technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: medical assisting technology courses--medical terminology; medical law and ethics; pharmacology for medical assistants; medical business practices; medical transcription; clinical procedures I; medical laboratory; medical insurance; computer concepts for medical assistants; clinical procedures II; externship; clinical review; related vocational-technical courses---introduction to computers and business communications; and related academic courses in anatomy and physiology I and II, secretarial accounting, principles of accounting I, and college algebra. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 293 CE 072 178

Mississippi Curriculum Framework for Medical Laboratory Technology Programs (CIP: 51.1004--Medical Laboratory Technology). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 80p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral

IDENTIFIERS- Mississippi; Residential Wiring

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for secondary-level courses to prepare Mississippi vocational students for the programs of electrician I and II. Presented first are a program description and outlines for the five units for the program of electrician I: orientation, safety, leadership/personal development, and direct current and alternating current circuits. The 13 units for the program of electrician II are as follows: orientation, safety review, advanced leadership, tools/equipment and materials/supplies, alternating current circuits and residential wiring, blueprints and calculations, load centers and overcurrent protection, rough-in, residential service, trim-out and troubleshooting, motors and controllers, programmable logic controllers, and employability skills. Section I contains curriculum frameworks for both programs and section II contains outlines of the instructional units required in each program. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for the occupations of electrician I and electrician II. (MN)

ED 397 310 CE 072 195

Mississippi Curriculum Framework for Postsecondary Electricity/Electronics/Related Engineering Programs. Postsecondary Programs.

SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.

PUB DATE- 1 Aug 95

NOTE- 299p.; For related documents, see CE 072 162-231.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Computer Assisted Manufacturing; Core Curriculum; *Electricity; Electromechanical Technology; Electronic Control; Electronic Equipment; *Electronics; *Engineering Technology; Equipment Maintenance; Repair; Robotics; State Curriculum Guides; Statewide Planning; *Technical Education; Technical Institutes; *Technical Occupations; Telecommunications; Two Year Colleges

IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the following eight programs in the electricity/electronics/related engineering technology cluster: automated manufacturing technology; communications electronics repair technology; computer servicing technology; electrical technology; electronics technology; instrumentation technology; robotics technology; and telecommunications technology. Presented in the introductory section are a program description and suggested course sequence for each program. Section I lists baseline competencies for the electrical programs and the electronics programs. Section II consists of course outlines for each course in the following six sequences: automated manufacturing technology; communications electronics repair century and student competency profiles for both courses. (YLB)

ED 397 327 CE 072 212

Mississippi Curriculum Framework for Career Discovery (7th Grade). CIP: 00.0251.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 12 Dec 95
NOTE- 66p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Allied Health Occupations; Behavioral Objectives; *Career Choice; *Career Education; *Career Exploration; Competency Based Education; Decision Making; Decision Making Skills; Distributive Education; Goal Orientation; Grade 7; Junior High Schools; Learning Activities; Marketing; Service Occupations; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Mississippi

This curriculum framework provides a 22-unit curriculum for seventh-grade career discovery. It provides a variety of experiences and activities that promote self-awareness, career exploration, and educational planning related to future educational and occupational plans. Introductory materials include a course description, course outline, and curriculum framework (competencies and suggested objectives.) Each unit includes the following components: unit number and title, suggested time on task, competencies and suggested objectives, suggested teaching strategies, suggested assessment strategies, and suggested resources. Unit topics are as follows: orientation; coping skills and decision making; thinking about work, jobs, and careers; who am I; foundations of leadership and teamwork; family and consumer science activities; allied health activities; personal services activities; public service activities; hospitality and recreation activities; agribusiness activities; environmental activities; marine science activities; construction activities; manufacturing activities; transportation activities; business technology activities; communications activities; fine arts and humanities activities; marketing and distribution activities; reevaluating career goals or options, and career analysis. A student competency profile is appended. (YLB)

ED 397 328 CE 072 213

Mississippi Curriculum Framework for Child Care and Guidance Management and Services (Program CIP: 20.0201--Child Care & Guidance Workers and Managers). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 63p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Child Caregivers; *Child Care Occupations; *Child Development; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Day Care; Early Childhood Education; Educational Equipment; Employment Potential; Employment

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Accounting; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; *Computer Networks; Computer Oriented Programs; *Core Curriculum; Database Management Systems; English; Information Dissemination; Information Management; *Microcomputers; *Programming; *Programming Languages; State Curriculum Guides; Statewide Planning; Systems Approach; Technical Education; Technical Institutes; Two Year Colleges; Writing (Composition)
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for two programs in the state's postsecondary-level computer information systems technology cluster: computer programming and network support. Presented in the introduction are program descriptions and suggested course sequences for each program and a course framework. Section I consists of course outlines for the following: 20 computer information systems technology courses (computer concepts; survey of microcomputer applications; operating platforms; system administration and control; network management; systems analysis and design; the programming languages BASIC, RPG, and COBOL; database programming; control language programming; advanced RPG; advanced COBOL; C programming language; fundamentals of data communications; advanced network management; client/server systems; system maintenance; work-based learning in computer information systems technology; and fundamentals of microcomputer applications); related vocational-technical courses (business accounting; operating systems, computerized accounting, business communication, and advanced microcomputer applications); and related academic courses (principles of accounting I-II and English composition I). Each course outline contains some/all of the following: course name, abbreviation, classification, and description; prerequisites; and competencies/suggested objectives. Recommended tools and equipment are listed in section II. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for the computer programming and network support programs. (MN)

ED 397 344 CE 072 229

Mississippi Curriculum Framework for Graphics and Print Communications (CIP: 48.0201--Graphic and Printing Equip. Operators) (CIP: 48.0208--Printing Press Operators). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 52p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; *Core Curriculum; Equipment Utilization; *Graphic Arts; Layout (Publications); Photocomposition; *Printmaking; State Curriculum Guides; Statewide Planning; Technical Institutes; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Bindery Workers; Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks

*Suicide; Surveys
IDENTIFIERS- Suicide Survivors; Survivors

It has been estimated that completed suicides in the United States leave behind 750,000 survivors every year. Many times, individuals who complete suicide had been seeing a mental health practitioner, who then must face the turmoil of losing a client to suicide. This paper reviews the literature on the frequency, impact, and recovery of psychotherapists who are suicide survivors. Comparisons are drawn between psychiatrists and psychologists. Findings indicate that psychiatrists are more than twice as likely as psychologists to experience a patient suicide, which may be a result of psychiatrists treating more severely disturbed individuals. Literature surveys suggest that the initial impact upon both psychiatrists and psychologists often involve shock, anger, guilt, a loss of self-esteem, and intrusive thoughts about the suicide. Although both groups reported similar feelings concerning patient suicide, psychotherapists who spent more time conducting therapy and who treated personality-disorder patients reported greater impact. Both psychiatrists and psychologists indicated that the recovery process following a patient suicide was aided by peer consultation and training on patient suicide. It is recommended that training programs establish methods to train residents and interns for dealing with patient suicides; professionals must be able to grieve both on a professional and a personal level. Contains 25 references. (RJM)

ED 397 364   CG 027 220

Rolls, Brenda Gail
The Impact of Sexual Abuse on Object Relations: A Review of Recent Empirical Research.
PUB DATE- May 96
NOTE- 60p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Individual Development; Interaction; *Interpersonal Relationship; Research Reports; Self Actualization; Self Concept; *Sexual Abuse; State of the Art Reviews; Victims of Crime
IDENTIFIERS- *Object Relations; Self Definition

Object relations theory holds that a constant and reciprocal interaction exists between past and present interpersonal dealings which, in turn, influence the development of representations. Such representations help individuals assimilate and understand immediate experiences. This paper examines the findings of recent empirical studies designed to assess object relations functioning in sexually abused individuals. Review of the literature revealed problems concerning consistent definitions of abuse and the challenges of memory. Some trends emerged which point to the types of object relations deficits and disruptions that resulted from abuse. Sexual abuse appeared to hinder the structural development of object relations. Two processes that may be disrupted by sexual abuse are: (1) the differentiation of self from other; and (2) the developmental awareness of others as separate with unique and complex characteristics. Furthermore, the victims' affective world seems to be largely colored by malevolent expectations. Other individuals are seen as hostile and threatening, and these affective experiences are internalized and incorporated into the object representations; intimacy and trust in these situations are tenuous at best.

questionnaire and teacher forms. (RJM)

ED 397 384 CG 027 256

Making the Grade: A Guide to School Drug Prevention Programs.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Alcohol Education; Children; *Curriculum Evaluation; Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; Program Effectiveness; Program Evaluation; School Policy; *School Role; Substance Abuse

This booklet presents the most comprehensive review of school programs designed to prevent alcohol, tobacco, and drug use currently available. The information it provides should help teachers, school principals, and other concerned citizens determine how to spend scarce prevention dollars. Many parents assume that school prevention programs will protect their children from drugs. The information provided here is intended to provide a bridge between research and practice so as to stimulate community discussion over which programs are best suited to a community's needs. The programs examined here are divided into four categories: comprehensive health programs, K-12 programs, elementary and middle school programs, and middle and high school programs. Each category contains program descriptions followed by three charts. The charts provide basic information about the program, such as: year created, cost, developmental appropriateness, and ease of administration; curriculum coverage of awareness and resistance skills, including refusal skills and normative education; and curriculum coverage of life skills, including self esteem, decision making, and stress management. Also identified are some of the key elements, such as teacher training and support and family involvement, that make up effective drug prevention curricula. Contains an index to programs, and a list of sources. (RJM)

ED 397 385 CG 027 260

Fey, Charles J.; Kelly, Kenneth E.
Integrating Ethics into the Curriculum and Co-curriculum: Model Comprehensive Approaches.
PUB DATE- 16 Mar 96
NOTE- 23p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (78th, Atlanta, GA, March 13-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Instruction; Curriculum Design; Curriculum Development; *Ethical Instruction; *Ethics; Higher Education; Moral Values; Program Descriptions; Program Evaluation; Values Education

Most institutions teach ethics in some academic disciplines, but such efforts are usually experiential and are typically designed to reach student leaders and judicial offenders. This procedural and a declarative level simultaneously; in other words, the subject was learning at the same time how to write generally in a particular field and how to write specifically in a particular genre. Additional findings show that the subject encountered practices in the workplace inconsistent with what she had learned in school. (Contains 18 references.) (TB)

ED 397 404 CS 215 314

Miles, Libby
Production and Consumption of Composition Textbooks: What Can We Do?
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Publications; Rhetoric; Rhetorical Theory; Scholarship; *Textbook Content; *Textbooks; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Reviewers

For good or ill, textbooks are the most widespread means of disseminating theoretically-informed practices in the field of composition and rhetoric. In fact, in spite of the growing number of graduate programs concentrating on composition theory, pedagogy, and rhetoric, composition textbooks still reach more teachers and more students than scholarly discussions. There are a number of actions that reviewers of the composition textbooks--practicing composition scholars--can practice that would do much to insure that textbooks contain responsible material. First, the reviewer should agree to review the book only if he or she is associated with the course in question. Second, the reviewer should examine and critique whether or not the text fulfills the pedagogical claims it makes in the prefatory material. Third, the reviewer should support scholars and teachers within the composition community by "blowing the whistle" on those who capitalize on fads and trends and support books written by academics rather than by freelance writers. Fourth, reviewers should call for better instructor resources and better technological support at every opportunity. (Contains 13 references.) (TB)

ED 397 405 CS 215 315

Koch, Kevin
The Writer-Reader Event: Social Cooperation in the Work of Gertrude Buck.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Educational History; Higher Education; Language Role; Literature Appreciation; *Reader Response; *Rhetorical Theory; *Writing (Composition); Writing

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 142p.; For related Technical Report Project 2, see ED 376 513.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary Education; *History Instruction; *Instructional Effectiveness; Limited English Speaking; Writing Assignments; Writing Research
IDENTIFIERS- California (San Francisco Bay Area); Historical Interpretation; *Writing to Learn

A study examined the relationship between writing activities and historical learning by elementary school students. Subjects in schools in the San Francisco Bay area were drawn from third-grade classrooms from a predominantly working class neighborhood, a mixed fourth-grade class of mostly limited-English-proficient children of immigrants from Southeast Asia, and a fifth-grade class in a predominantly White, middle-class school. A history curriculum was developed especially for the project and consisted of multiweek units that provided language arts instruction as well as in-depth historical study. A group of 16 students from each class were chosen to reflect the socioeconomic mix of the school. Data included baseline interviews, writing products, student journals, and taped student-teacher conferences. Results indicated that (1) third-grade students already had a store of information and mental images about historical topics; (2) fourth-grade students had a coherent sense of chronology that functioned independently of dates and historical time concepts; (3) students varied greatly in their understanding of the term "history"; (4) changes in understandings of "history" differed significantly among the three groups of students; (5) a majority of the limited-English-proficient fifth graders did not manage to see the world through the eyes of a person from the historical time period in any meaningful sense of the term; and (6) successful perspective-taking among students in the middle-class fifth-grade classroom involved construction of explanation as well as the description of point of view. (Contains 48 references.) (RS)

ED 397 423 CS 215 363

Hull, Glynda; And Others
Changing Work, Changing Literacy? A Study of Skill Requirements and Development in a Traditional and Restructured Workplace. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 323p.; Project also funded by the National Center for Research in Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ethnography; Higher Education; *Literacy; Organizational Climate; *Reading Skills; Work Environment; *Workplace Literacy; *Writing Skills
IDENTIFIERS- *Reading Uses; Silicon Valley; *Writing Contexts

A study (1) identified in ethnographic detail the literacy-related skills that are required in today's changing workplaces; (2) compared the literacy requirements of "high performance" workplaces with more traditionally organized ones; and (3) constructed innovative ways to introduce educators to a major role in retention. Data for assessing the partnerships is presented in the paper from student response in journals and self-assessment of papers submitted in portfolios, case studies of partnerships, and student evaluation forms. Comments from teaching students and Composition 101 students are appended. (Author/CR)

ED 397 442 CS 215 415

Hampton, Hayes
"The Crack between Nature Illusory and Nature Real": Matilda Joslyn Gage's Visions of Feminist Spirit.
PUB DATE- 28 Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authors; *Church Role; Females; *Feminism; Feminist Criticism; Intellectual History; *Language Role; Persuasive Discourse; *Sex Role; Social Attitudes; Social Discrimination; Social History
IDENTIFIERS- *Gage (Matilda Joslyn); Male Female Relationship; Rhetorical Stance; Victorian Period; Womens Suffrage

Born in Cicero, New York, in 1826, Matilda Joslyn Gage became one of the leaders of the American women's rights movement. Her book "Woman, Church, and State," first published in 1893, is a work of feminist history and theory that anticipates many of the feminist critiques which are now familiar: social class, imperialism, sexual violence, and the nature of private property, as well as the nature of patriarchal language, epistemology, and religion. Gage tells the story of development, an archaeological narrative of the manner in which human females came to be defined (and confined) as women, and concerns herself with women as spiritual beings. The church has been, Gage says, the "deluder of the weak and the succor of the strong," a reflection of male dominance. Gage proposed a revaluation of spiritual values that would allow women to decide for themselves what the truth is, based on their own reason and investigation. For Gage, social evolution resembles today's idea of punctuated equilibria far more than it does the orderly, hierarchical story told by Charles Darwin. Gage's book, "Woman, Church, and State" becomes the place in which, for the first time, an authentically post-patriarchal language emerges in American thought. (Contains 14 references.) (CR)

ED 397 443 CS 215 416

Dye, Gwin
Language Arts Instruction for Gifted Students in Mainstreamed and in Tracked Classrooms.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Ability Grouping; *Academically Gifted; Annotated Bibliographies; Creative Teaching; *Critical Thinking; Elementary Secondary Education; Instructional Effectiveness; *Language Arts; *Mainstreaming; Research Needs; Teaching Methods; *Thinking Skills; *Track System (Education)

(150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Modification; Case Studies; Cognitive Restructuring; *Communication Apprehension; Communication Research; Emotional Response; Higher Education; *Intervention; *Memory; *Public Speaking; Rational Emotive Therapy; Visualization
IDENTIFIERS- *Cognitive Imaging; *Emotions; Memory Support; Research Suggestions

This paper focuses on the use of emotional memory skills to reduce communication apprehension, pioneered as a new cognitive intervention treatment called "The Imaging System for Public Speaking" (Keaten et al, 1994). The paper briefly explains other cognitive intervention strategies commonly used, including rational-emotive therapy, visualization, alternative or performance visualization, and cognitive restructuring, noting that the new technique uses methodology similar to the latter, which offers speakers a tangible skill to use while performing their speeches. The paper states that this new emotional memory technique incorporates the use of individuals' significant memories to enhance their speeches and redirects speakers away from irrational thoughts by focusing on appropriate mental images. The paper outlines the components of a 2-day workshop in which the technique was taught at the University of Northern Colorado in 1994, including the three phases: the image preparation process; the image recall procedure; and the speech application process. The paper discusses a small scale qualitative investigation undertaken by offering the workshop to undergraduate students, and gives the results in three case studies. The paper concludes that the technique appeared to reduce communication apprehension and improve delivery of public speeches and suggests that further quantitative testing is necessary to verify the effectiveness of the technique. (Contains 24 references.) (CR)

ED 397 462 EA 026 853

School Improvement Research Series: Series IX, 1994-95.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Dropout Prevention; Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Instructional Leadership; Mathematics Instruction; Peer Teaching; Total Quality Management

This packet contains a research synthesis and a collection of six research briefs. The research synthesis, "Effective Schooling Practices: A Research Synthesis, 1995 Update" (Kathleen Cotton), is the third edition of a research-synthesis document on effective schooling practices. It was originally used to support schools receiving training in Northwest Regional Educational Laboratory's (NWREL's) Onward to Excellence (OTE) school-improvement process. Based on over 1,000 references, the synthesis describes characteristics and practices identified by research as associated with improvements in student performance. Findings are cited within three sections, each focused on one level of organization: the classroom, the school, and the district. Groups of practices derived from the research have been organized into practice clusters and then

Kuroda, Kazuo
Financing Education for Economic Development in a Cross Section of Countries.
PUB DATE- Nov 95
NOTE- 18p.; Paper presented at the Global Conference on Poverty Alleviation and Social Development (Las Vegas, NV, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Economic Development; Economic Progress; *Educational Economics; *Educational Finance; *Expenditures; Foreign Countries; Higher Education; International Education; Primary Education; Regression (Statistics); Secondary Education

Education is the key for economic growth and social development in developing countries. This paper presents findings of a study that analyzed the impact of overall educational expenditures on economic growth in developing nations. It also identifies the levels of education that should be allocated more public expenditures. The study used regression analysis of GNP (gross national product) data of over 140 countries obtained from the World Development Reports of 1982 and 1992 published by the World Bank. Findings indicate that the allocation of greater expenditures on education, especially on primary education, has a positive impact on countries' economic development. Three tables are included. (Contains 20 references.) (LMI)

ED 397 481 EA 027 716

Kuroda, Kazuo
Women's Education for Economic Development in Cross Section of Countries.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Williamsburg, VA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Cross Cultural Studies; *Developing Nations; *Economic Development; *Educational Attainment; Elementary Secondary Education; Enrollment Rate; Equal Education; Females; Higher Education; Regression (Statistics); *Womens Education

International organizations and researchers in the field of education and development have emphasized the importance of women's education for the social and economic development of Third World countries. However, women's educational levels are lower than men's in most countries throughout the world. This paper presents findings of a study that examined the impact of the educational gender gap on economic growth in developing countries. Methods involved correlation and regression analyses of two data sets--"Data Set for a Panel of 138 Countries" (Barro and Lee 1994) and "World Tables 1993" (World Bank). Gender gap variables included years of schooling, educational attainment, and school-enrollment rates. Findings indicate that almost all of the educational gender gap variables, except for the percentage of the population completing primary education, had positive effects on economic growth. Gender gaps at higher levels of education tended to have a stronger positive impact on economic growth. Men's education had greater positive

Objectives; Elementary Secondary Education; *Organizational Climate; Outcomes of Education; *Participative Decision Making; *School Based Management; School Community Relationship
IDENTIFIERS- *Hawaii

Hawaii's School/Community-Based Management Initiative (SCBM), which was enacted into law in 1989, is part of a national trend toward decentralizing decision making and increasing school autonomy that arose during the 1980s. A voluntary program, SCBM offers schools flexibility, autonomy, and a small amount of resources in exchange for school-community commitment and plans for improving educational outcomes. This document presents findings of an evaluation of the first nine schools that participated in SCBM. Data were derived from individual and focus-group interviews with each of the six role groups and SCBM council members; observation; surveys of teachers, support staff, SCBM council members, administrators, and parents; and document analysis. The evaluation shows that SCBM participation has brought greater voice to many groups, fostered new ways of collaboration, and (in a few cases) led to the development of a school culture that supports significant improvement in the learning environment. In short, SCBM rarely has caused school improvement but has provided the framework and vehicle for improvement. The following recommendations are offered: (1) All levels need to consider ways to continue building group decision making and communication skills; (2) schools need to determine and clarify the roles and responsibilities of the council from the start; (3) participants at all levels, but especially in schools, need to develop better procedures for orienting new SCBM council members--particularly staff and parents--to SCBM and the school's vision; (4) the state needs to streamline and clarify the waiver and exception process; (5) schools and the state should consider adopting accountability systems capable of meeting both school and state needs; (6) all levels should consider streamlining school-improvement goals, designing staff-development plans, and instituting a comprehensive planning process; and (7) greater cooperation, coordination of effort, and creative use of resources are needed to provide SCBM schools with support in this time of diminishing resources. Six figures and 13 tables are included. (Contains 21 references.) (LMI)

ED 397 498   EA 027 733

Izu, Jo Ann; And Others
Voice, Collaboration and School Culture: Creating a Community for School Improvement. Evaluation of the Pioneer SCBM Schools, Hawaii's School/Community-Based Management Initiative. Executive Summary.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- 96
NOTE- 14p.; For the full report, see EA 027 732.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Educational Assessment; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Organizational Climate; Outcomes of Education; *Participative Decision Making; *School Based Management; School Community Relationship
IDENTIFIERS- *Hawaii

Site-based management is designed to bring decision making to the school level and involve all stakeholders in a process that will result ultimately in improved student outcomes. Enacted practices included in the New American Schools designs. Data were derived from a telephone survey of 2,700 parents in 7 of the cities and states in which the NAS effort was initially concentrated (San Diego, California; the state of Kentucky; the state of Maryland; Cincinnati, Ohio; Philadelphia and Pittsburgh, Pennsylvania; and Seattle, Washington) and from focus group interviews with parents, teachers, and one group of students. Findings indicate that parents and teachers are enthusiastic about the basic ideas of education-reform proposals; are hesitant to believe that ideas for reform can become a reality; have different views about when teachers' professional development should happen and who should pay; believe that student evaluation should combine a variety of approaches; agreed that accountability for student success rests on parents and students as well as educators; and believe that parental involvement is necessary for educational improvement. Additionally, parents rely on teachers and students for information about education; desire change, but disagree sharply over how much and what kind; believe that public schools are on the wrong track, even in their own communities; and want higher standards, while teachers are less sure. (LMI)

ED 397 516 EA 027 764

Bending without Breaking: Improving Education through Flexibility & Choice.
PUB DATE- Jun 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Charter Schools; Decentralization; Educational Change; Educational Improvement; Educational Policy; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; *Government School Relationship; *Institutional Autonomy; Privatization; *School Choice; *School District Autonomy; Standards

Controversy abounds in states and communities across the United States about how best to manage the nation's schools. Much of the current debate over school reform can be reduced to a single question: Who should decide? This report discusses some of the ways in which policymakers have attempted to give schools greater flexibility from rules and regulations. The report is based on the belief that the existence of school choice will create competitive pressures for schools to improve. It presents a variety of strategies to provide greater flexibility for education, and asserts that the key to flexibility is a fundamental change in the relationships between individual schools and the public agencies that authorize and fund them. Schools must control real-dollar resources and key employment decisions. The report argues that flexibility allows schools to be more responsive to parents' wishes and students' needs; gives teachers and administrators a stronger sense of purpose and responsibility; creates models of innovation; and encourages schools to use their resources more efficiently. The range of strategies that promote flexibility can be divided into two broad categories: (1) those that are designed to apply to all schools; and (2) those that present individual schools, districts, and communities with options. The first category includes waivers; state education code revisions; standards, assessment, and accountability reforms; public school choice; vouchers; collective bargaining changes;

The emphasis on using performance assessments to support systematic state-, district-, or school-wide purposes is a recent development in the assessment-reform movement. This document presents data from a 3-year case study that was designed to elucidate the status of assessment reform in United States education systems and offer recommendations for policy and future research. Researchers made visits to 16 schools during spring 1994; they revisited 7 of the sites during spring 1995. Data were derived from documents, telephone interviews, observations, and onsite interviews. Each case-study summary contains four sections: a school profile and introduction, a description of performance assessment, the context of implementation, and the use and impact of performance assessment in the school. Appendices contain a sample mathematics task; a list of essential skills for reading, writing, and mathematics in grades 9-12; and mathematics rubrics. (LMI)

ED 397 534 EA 027 930

Khattri, Nidhi; And Others
Assessment of Student Performance. Volume III: Technical Appendix. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Nov 95
NOTE- 23p.; For Volumes I-III of this particular study, see EA 027 928-930. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; Case Studies; Data Analysis; Data Collection; *Educational Assessment; *Evaluation Criteria; Instructional Improvement; Longitudinal Studies; *Organizational Objectives; *Performance; Secondary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Studies of Education Reform (OERI)

The emphasis on using performance assessments to support systematic state-, district-, or school-wide purposes is a recent development in the assessment-reform movement. A 3-year case study sought to describe the status of assessment reform in United States education systems and offer recommendations for policy and future research. The research design, which used a qualitative, case-study approach to collect data about performance assessments and their impacts at the school level is described. Researchers visited 16 sites in spring 1994 and revisited 7 sites in spring 1995. The report describes the analysis of background literature (a review of theoretical, empirical-research, and policy papers) and the case study methodology, which examined state-, district-, school-, and national-level assessments. Data for the case studies were gathered through document analysis; telephone interviews; classroom observation; and site interviews with state Department of Education representatives, school district representatives, principals and assistant principals, teachers, other school staff, students, parents, and school board members. The report also describes the criteria for sample selection, a description of the sample, and data-analysis procedures (within-case and cross-case). Seven exhibits and a list of the research questions are included. (LMI)

ED 397 535 EA 027 931

and administrators; held focus group meetings with students and parents; and observed classroom activities. A total of 13 tables, 1 figure, and a list of nominators are included. (LMI)

ED 397 550 EA 027 946

Charner, Ivan
Study of School-to-Work Reform Initiatives. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 123p.; For Volumes I-III of this particular study, see EA 027 946-948. A Volume IV, referred to in the preface, is not included here. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Planning; Cooperative Education; *Cooperative Programs; *Education Work Relationship; *Employment Potential; High Schools; *Labor Force Development; *Partnerships in Education; Relevance (Education); School Business Relationship; Self Efficacy; Shared Resources and Services
IDENTIFIERS- *Studies of Education Reform (OERI)

The United States is the only industrialized nation in the world that has no institutionalized school-to-work transition system for helping young people move from education to employment. The Academy for Educational Development's National Institute for Work and Learning (AED/NIWL) undertook a 4-year study of school-to-work transition education reform focusing on school-to-work transition reform initiatives. The final of four volumes this volume presents findings, cross-site analysis, and summary of the literature review. It identifies 12 critical elements of successful school-to-work programs: leadership from education system executives and program deliverers, professional development for teachers and staff, cross-sector collaboration, student self-determination, contextually based curriculum and instruction, a variety of work-based learning strategies, an integrated career-information and guidance system, a progressive system that begins as early as elementary or middle schools, postsecondary articulation, creative financing, and application of research. The AED/NIWL research did not conduct any cost analyses of school-to-work reform. Comparative analyses of costs, and more importantly, cost-benefit analyses that take outcomes into account, could clarify the issue of relative costs for policymakers and practitioners. The programs contributed to positive outcomes for students, business, and schools. Two tables are included. (LMI)

ED 397 551 EA 027 947

Study of School-to-Work Reform Initiatives. Volume II: Case Studies. Studies of Education Reform Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 548p.; For Volumes I-III of this particular study, see EA 027 946-948. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Planning; Case Studies; *Cooperative

Nan, Deng Qing
Special Education in Beijing: An Overview.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Disabilities; *Educational Practices; Elementary Secondary Education; Foreign Countries; Hearing Impairments; Mental Retardation; *Special Education; Special Schools; Visual Impairments
IDENTIFIERS- *China (Beijing)

This paper describes special education for children with visual impairments, hearing impairments, and intellectual impairments in China, especially in the city of Beijing. It reports a long history of special schools for individuals with visual impairments (since 1874), noting curriculum components at one school for the blind including braille, living skills, music, physical education, and vocational education. Developments in the curriculum for students with hearing impairments include a new emphasis on oral language teaching and reading/writing, reform of Chinese sign language to a phoneme-based system, and teaching methods that maximize use of residual hearing. Education for those with intellectual impairments, begun in 1981, is reported to have resulted in notable increases in the intelligence of participants to the degree that they can be transferred to regular primary school classes. Teaching methods for this population emphasize audiovisual methods, increased use of games, language development, personality development, self-care skills, and parent involvement. (DB)

ED 397 568 EC 304 896

Outcome Measures for Early Childhood Intervention Services.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Delivery Systems; Developmental Delays; *Disabilities; *Early Intervention; *Evaluation Criteria; Evaluation Methods; Family Needs; *Family Programs; Infants; *Measurement Techniques; Outcomes of Treatment; Preschool Children; Preschool Education; *Program Evaluation; Toddlers
IDENTIFIERS- *Performance Indicators

This collection of 21 suggested outcome measures for early childhood intervention services is intended to apply to all types of service and support program models for children (birth to age 5) with various developmental delays and/or disabilities. The measures are appropriate for either home-based or center-based service delivery models. Section 1 provides narrative explanations of the broad content areas of choice, goals, rights, respect, health and safety, relationships, security, and satisfaction. This section explains the values on which the outcome measures are based and offers suggestions for facilitating outcomes for families receiving early intervention services. It also addresses from hospital to home; supporting the family role in transition; formulating a family transition plan; initiating the referral to community programs; and providing community feedback to the referring hospital. Screening and evaluation issues are also discussed. An infant at-risk criteria checklist and an infant at-risk referral/discharge notification form are attached. Contains references for families, planners, and physicians. (CR)

ED 397 585 EC 304 914

Broom, Holly
Building Professional Partnerships: A Mentor Program for Special Education Teachers.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Collegiality; *Disabilities; Elementary Secondary Education; Helping Relationship; Inservice Teacher Education; *Mentors; *Professional Development; Program Effectiveness; Seminars; *Special Education Teachers; Teacher Collaboration; Teacher Improvement
IDENTIFIERS- *Saint Tammany Parish Public Schools LA

This guide describes a teacher mentor program for special education teachers in the Saint Tammany Parish Public School System, Louisiana. The Special Education Mentor Program provides peer support and professional development opportunities for new special education teachers. The program is intended to give immediate as well as long-term support to new teachers on technical and curriculum issues through peer support and professional development opportunities. The program has two components: a collegial coaching process and a seminar series. The coaching component is structured around a four-stage process: (1) planning conference, (2) observation of teaching performance, (3) reflection time, and (4) debriefing conference. In the seminar component, the new special education teacher and the mentor teacher attend a series of seminars on Individualized Education Program development, behavior management, time management, modification methods, alternative assessment techniques, and special education curriculum. The collegial coaching process is explained. Mentor teacher responsibilities and new special education teacher responsibilities are specified. Funding aspects of the program such as use of hourly stipends for extra time and use of substitutes are also discussed. (CR)

ED 397 586 EC 304 915

Kerr, Jim; Dworet, Don
The Internet: A Special Resource for Special Educators.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

telephones, exploring table tops, food identification, pouring liquids, using a knife, labeling containers, labeling dials, telling time, use of writing guides, washing dishes, and sweeping a floor. Appendices provide information on orientation/mobility evaluation and independent living skills assessment, and forms for applying for various special services. A list of catalogs and agencies serving blind individuals (in Arizona) is attached. (DB)

ED 397 603 EC 304 933

Schacht, Robert M.; And Others
A Needs Assessment of American Indians with Disabilities in the Houston Metropolitan Area and Adjacent Rural Counties. Final Report, Phase I.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *American Indians; Community Services; *Disabilities; Employment; *Needs Assessment; *Rehabilitation; Services; *Social Services; Surveys; Urban Areas
IDENTIFIERS- Native Americans; *Texas (Houston)

A survey of the Native American community in the Houston (Texas) area attempted to identify needs of individuals with disabilities. The study involved consultation with local organizations, development of a questionnaire, and interviews by Native American interviewers with 155 Native Americans with disabilities. Results are reported in text and tables for the following areas: characteristics of respondents (tribal affiliation, length of residence, disability, experience with services); consumer concerns (such as access to services); and employment. Tables provide detailed findings on tribal affiliations, disabilities, services needed in past year but not received, relative strengths and weaknesses of services, and problems finding and keeping a job. Discussion of results focuses on questions of how "Indian" the respondents were and notes that concerns of the 59 interviewees who had Indian certification were very similar to those of the entire group. Recommendations address the need for greater self-awareness of the Native American community and provision of clinical services at the Intertribal Council headquarters. Appended is a description of the Intertribal Council of Houston and a listing of American Indian organizations. (DB)

ED 397 604 EC 304 934

Schacht, Robert M.; And Others
A Needs Assessment of American Indians with Disabilities in the Dallas-Forth Worth Metroplex. Final Report: Phase I. Revised.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); *American Indians; *Disabilities; Employment; Health Services; Low Income Groups;

Hanline); "No Place To Call Home" (Roy Grant); "The Disney Connection" (David E. Jones); "Peter and the Watermelon Seeds" (Virginia E. Bishop); "Only Time Will Tell" (Jean Lowe); "The Blooming of Rose" (Eileen Ziesler); "The Eye of the Beholder" (Sandra Petersen and Hal C. Lewis); "Shaping Ben's Future" (Karen E. Diamond and Phyllis Spiegel-McGill); "In Whose Best Interest?" (Brandon F. Greene et al.); and "The Go-Between" (Irene Nathan Zipper). The six problem-solving situations, all written by P. J. McWilliam, include: "The Team Meeting," "Close to Home," "A Matter of Policy," "Supermom," "April Must Wait," and "Piecing Together the Community Puzzle." A list of recommended readings is appended. (PB)

ED 397 622 FL 021 206

Intxausti, Joseba
Euskal Herria: The Country of the Basque Language = Euskal Herria: El Pais de la Lengua Vasca.
PUB DATE- Jan 92
NOTE- 71p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basque; Cultural Awareness; Demography; *Diachronic Linguistics; European History; Foreign Countries; *Language Usage; Lexicography; *Official Languages; Social History; Sociolinguistics; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Geolinguistics; *Spain (Basque Provinces)

English and Basque versions of this booklet present information on Euskal Herria, the Basque Country that straddles the Franco-Spanish border. "Euskal Herria" designates both land and people: "the Basque speech community." The area, which constitutes the ancient Kingdom of Navarre, represents the unbroken presence of Basque people on the European continent over thousands of years, longer than the Indo-European peoples. This richly illustrated booklet covers the following: current geographic and demographic information; historical, religious, and cultural contributions of Basque people in the area and as emigrants; the Basque language; territorial changes, geolinguistic history, and institutional uncertainties; the first literary works in the 16th and 17th centuries; literature and the consolidation of the written language; social acts for and against the Basque language in the 17th and 18th centuries; cultural resistance during Franco's dictatorship; the new political era since 1976, in which the Basque language has "the character of official language in the Basque-speaking areas of Navarre" and laws regarding language use have been adopted; and the development of instruments such as dictionaries and grammars to enable the modernization of the language. (LB)

ED 397 623 FL 021 207

10 Anos de ensenanza bilingue, 1979-80 - 1989-90, 24 Euskara Zerbitzua Zablkunde-Lanak (Ten Years of Bilingual Education, 1979-80 - 1989-90).
PUB DATE- 90
NOTE- 147p.
LANGUAGE- Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basque; *Bilingual Education; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Language of Instruction; *Language Planning; Language Tests;

Processes; Metalinguistics; Motivation; *Second Language Instruction; Second Language Learning; Teacher Student Relationship; Testing
IDENTIFIERS- *Japanese People

This paper investigates what types of instruction-feedback combinations may contribute to the learning of English grammar for 120 Japanese university students. Students were given tests on grammaticality judgment and correction, using English ergative verbs in three trials of a post-instruction test. Subjects were divided into six groups according to type of instruction and feedback they received. Overall findings indicate that students with output instruction plus explicit metalinguistic information outperformed Post-test 1 over those with output instruction and no feedback. In the grammaticality judgment test, the effect of input instruction held over 1 week (post-test 2), but output instruction had only an immediate (post-test 1) influence on the formulations of grammatical knowledge. Finally, input instruction combined with either explicit metalinguistic information or positive evidence was not found to have significantly more gains in grammatical knowledge than output instruction. Educators should keep in mind that providing explicit metalinguistic information is a very effective way of altering grammatical knowledge of learners when they are engaged in output and that the effect of treatment may continue longer for input instruction than for output instruction. The test is appended. (Contains 18 references.) (Author/NAV)

ED 397 642 FL 023 853

Kubota, Mikio
Acquisition of English Articles by Japanese EFL Learners.
PUB DATE- 12 Dec 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Determiners (Languages); *English (Second Language); Foreign Countries; Japanese; Language Acquisition; Language Tests; *Second Language Learning; Testing
IDENTIFIERS- Japan

As the English article system is one of the most difficult grammatical items for Japanese learners of English to acquire (Japanese has no article system), this paper explored the accuracy order of articles in English by 141 Japanese speakers. A secondary purpose was to examine if these second language results extend Cziko's 1986 proposal that (first) language learners may overgeneralize the definite article into first-mention contexts because they initially associate the definite article with a specific feature; the task-related variation is also investigated. Subjects were given a fill-in-the-blank test and a composition test. Findings indicate that subjects acquired definite articles more accurately than indefinite articles, especially on the fill-in-the-blank test. This result extends Cziko's proposal to second language learners. No statistically significant difference in accuracy ratio was noted. It is suggested that teachers in Japan should keep in mind that indefinite articles and generic nouns are difficult to acquire; that learners may understand discoursal cohesiveness easily; that learners tend to overproduce the definite article into first-mention contexts; and that learners may not develop proficiencies concerning the article system over a 1-year period, when no formal instruction on articles has been given. (Contains 17 references.) (NAV) through onsite visits. Additional data was collected through a task analysis/needs assessment survey of a representative sample taken from manufacturers in and outside the Rio Grande Valley and the independent environmental laboratories in the state. Onsite interviews with environmental technicians and professionals expanded or confirmed the information base. Results indicated a need for 568 technicians in laboratory analysis and 276 in environmental sampling over the next 5 years. Employers indicated two-year technical and community colleges as the minimum level of formal education for entry-level employment. A curriculum was drafted and revised to incorporate committee input and results of the needs assessment. In its final form, the proposed curriculum consisted of 10 environmental technology courses and 9 chemical technology courses and would involve 99 credit hours over 6 quarters or 72 credit hours over 4 semesters and 1 summer session. (The 18-page report is accompanied by these appendixes: steering committee minutes; survey and site visit results; sample population lists; curriculum and course descriptions; data tables, charts, and comparisons; 84-item bibliography; and guide to enviromental acronyms.) (YLB)

ED 397 221 CE 071 936

Ellis, Susan J.
The Quest for Diversity.
SPONS. AGENCY- Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.
PUB DATE- Mar 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cultural Differences; *Diversity (Institutional); Educational Quality; Institutional Mission; *Job Development; *Literacy Education; Outreach Programs; Program Improvement; School Demography; *Volunteers
IDENTIFIERS- Diversity (Faculty)

The current promotion of diversity encourages people from assorted backgrounds and mutual goals to find compatible but not necessarily identical ways to work together. Each literacy program will have a different need to expand its circle. It must consider all the characteristics that might widen its constituency, analyze all participants, and be informed about the demographics of its community. Lack of diversity has several causes: no outreach beyond the immediate circle of current participants, volunteers who are not welcoming of newcomers, and fixed community image. For many institutions, becoming truly open to diversity requires a major culture shift. Self-education may be needed. If there is no serious resistance to diversity, attention can be focused on volunteer job design and outreach efforts. A job design that welcomes differences may require more flexibility in scheduling times and sites and rethinking of some services the organization provides. Active outreach involves directly asking people in the target audience to join the literacy effort, approaching recruitment as a search for talented individuals who meet real needs and match the desired demographic profile, recruiting in new places, and redesigning materials to reflect a wish for diversity. The organization can avoid tokenism and help newcomers by acknowledging the new volunteer as a pioneer, recruiting several new volunteers together, mixing newcomers borders" metaphor describes a space and time of tremendous energy and potential. On the edge is where learning is most vital, most urgent, and creative. Adult education flourishes on the borders of countless communities, nurturing the seminal influence of newcomers, facilitating fuller participation in practice, and reinforcing shared decision making and control. When attention is given to the situation of learning, in the interaction between and among learners, their actions, and the world, ethical-normative issues become visible: the disempowering consequences of many training models, the anomalies of schooling as a vehicle for becoming a practitioner, and inconsistencies between practices of higher education and adult education. (YLB)

ED 397 239 CE 072 016

Pardine, Peter; And Others
Substereotypes and Requisite Management Characteristics.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; College Students; *Employed Women; Higher Education; *Individual Characteristics; *Middle Management; Part Time Students; *Sex Differences; *Sex Stereotypes; Student Attitudes

A sample of 407 (224 males and 183 females with a median age of 29.4 years) part-time business students enrolled in evening programs at 3 colleges were surveyed to determine whether the attributes of successful middle managers correspond more strongly with the attributes of career women than with those of women in general. The students were randomly assigned to four target group conditions (women in general, men in general, career women, and successful middle managers). Each respondent completed one of four versions of the Person Description Index (PDI) to assess estimates of population rates for attributes occurring in the four target conditions. The prevalence of the traits within each target condition were averaged. The study confirmed that sex differences in stereotypes of career women do exist and create a double standard in evaluations of men and women in organizations. The female respondents viewed career women as primarily gaining masculine-positive traits but losing feminine traits that are both positive and negative. Although the male respondents tended to estimate higher prevalence rates on masculine-positive traits for career women compared with women in general, they did not perceive career women as different from women on any of the feminine-negative attributes. (Contains 16 references.) (MN)

ED 397 240 CE 072 020

Integrated Lesson Plans. Vocational and Academic Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; *Integrated Curriculum; Learning Activities; Lesson Plans; Secondary Education; Teaching Methods; *Vocational Education

This packet contains 10 integrated academic and vocational

ED 397 258 CE 072 084

Evaluation Survey of Participants and Non-Participants in Adult, Community and Further Education.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- Jun 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Community Education; Comparative Analysis; *Continuing Education; Demography; Educational Attitudes; *Enrollment Influences; Enrollment Trends; Foreign Countries; High School Equivalency Programs; *Participant Characteristics; *Participant Satisfaction; Questionnaires; State Surveys
IDENTIFIERS- *Australia (Victoria)

A study examined the reasons for the relatively low level of participation in adult, community, and further education (ACFE) in Victoria, Australia. Of the 1,229 randomly selected individuals surveyed via telephone, 942 (77%) had never participated in ACFE, 184 (15%) had not participated since 1994, and only 103 (8%) were currently enrolled in an ACFE course. General adult education courses accounted for 76% of all ACFE enrollments, with community adult education book study groups and Victorian Certification of Education courses being the next most popular forms of ACFE. Current participants were most likely to be socially aware females who had a diploma/degree and worked part time. Sixty-four percent of nonparticipants were very/fairly interested in enrolling in ACFE in the future. Levels of awareness of the various ACFE programs were fairly high. The top five reasons mentioned for nonparticipation in ACFE were as follows: lack of time (71%); family commitments (48%); inability to make a regular commitment because of work (46%); lack of desire/interest/need (42%); and preference for socializing with family/friends (41%). It was estimated that making courses more affordable would increase the likelihood of nonparticipants enrolling in ACFE by 8%. (Appended are the survey questionnaire and definitions of selected terms used on it.) (MN)

ED 397 259 CE 072 092

Gow, Kathryn
The Transition from School Leaver to Effective Worker. Social Science Monographs, 1995/No. 2.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Case Studies; *Clerical Occupations; Comparative Analysis; Educational Needs; *Education Work Relationship; Foreign Countries; High Schools; *High School Seniors; *Instructional Effectiveness; Job Performance; *Learning Activities; Performance Factors; Student Attitudes; Transitional Programs; *Vocational Adjustment; Work Attitudes
IDENTIFIERS- *Australia (Queensland)

A study was conducted to identify training activities that are helpful in preparing secondary school students to become and its weaknesses. Chapter 4 presents a series of results, first for job training programs, then for welfare-to-work programs, and finally for special experimental programs. Chapter 5 discusses the outcomes of job training programs in regard to different population groups, different types of service, the effects of programs over time, and different programs. The last section presents some recent cost-benefit analyses to examine whether job training programs are "worth doing." A series of tables drawn from the major evaluations shows their results. Chapter 6 presents a series of possible explanations for the weak results of job training programs. It takes the point of view that many problems originate in the separation of job training from education. Chapter 7 presents a vision of how job training programs could be structured to avoid these reasons for failure and clarifies how reforms proposed for the education system might benefit job training programs as well. Appendixes contain chapter notes, 23 references, and an index. (YLB)

ED 397 277 CE 072 162

Mississippi Curriculum Framework for Introduction to Agriscience (Program CIP: 02.9990--Introduction to Agriculture Science). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 91p.; For related documents, see CE 072 163-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agricultural Education; *Agricultural Engineering; Agriculture; *Agronomy; *Animal Husbandry; Behavioral Objectives; Biotechnology; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Entomology; Leadership; Secondary Education; *Soil Science; State Curriculum Guides; Statewide Planning; Student Evaluation; Supervised Occupational Experience (Agriculture); Vocational Education
IDENTIFIERS- *Agricultural Sciences; Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for the introduction to agriscience program. Presented first are a program description and course outlines. Section I contains a curriculum framework, and section II contains outlines of the instructional units required. The following units are included: introduction to agriscience, introduction to agriscience lab and safety, introduction to the scientific method, human relations/leadership in agriscience, Supervised Agricultural Experience (SAE) in agriscience, basic agricultural information systems, basic principles of animal science, mechanical technology in agriscience, principles of food and fiber science, principles of plant science, principles of soil science, principles of entomology, introduction to biotechnology, and opportunities in agriscience. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace

Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Medical Laboratory Assistants; *Medical Technologists; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the medical laboratory technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: fundamentals of medical laboratory technology (MLT) and phlebotomy; urinalysis and body fluids; hematology I; immunology and serology; hematology II; clinical chemistry; immunohematology; parasitology; pathogenic microbiology; MLT seminar; certification fundamentals; clinical instrumentation; clinical practice I-III; and related academic courses in anatomy and physiology I and II, general biology I, general chemistry I, general chemistry lab I, general chemistry II, general chemistry lab II, microbiology and principles of chemistry I and II. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 294 CE 072 179

Mississippi Curriculum Framework for Medical Radiologic Technology (Radiography) (CIP: 51.0907--Medical Radiologic Technology). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 103p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Clinical Experience; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Radiologic Technologists; *Radiology; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the radiologic technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies for the program, and section II consists of outlines for each of the following courses in the sequence: clinical education I; fundamentals of radiography; principles of radiation protection; radiation exposure I; radiographic procedures I-II; clinical education II; radiation physics; radiation exposure II; clinical education III-IV; clinical imaging; radiographic procedures III; clinical education V; radiation biology; radiographic pathology; radiographic procedures IV; certification fundamentals; clinical education technology; computer servicing technology; electrical technology; telecommunications technology; and related vocational/technical courses. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 311 CE 072 196

Mississippi Curriculum Framework for Electronics (Program CIP: 47.0190--Electronics (Secondary)). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 75p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Electrical Systems; Electric Circuits; *Electronics; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Leadership; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- Digital Circuits; *Mississippi; Solid State (Electronics)

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for two secondary-level courses in electronics: electronics I and II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course consists of the following units: orientation, safety, leadership and personal development, direct current circuits, and alternating current circuits. The second course contains these units: orientation, safety, advanced leadership, solid-state electronics, soldering, digital electronics, and employability skills. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 312 CE 072 197

Mississippi Curriculum Framework for Technology Discovery (9th Grade). CIP: 00.0253.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 12 Dec 95
NOTE- 54p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Qualifications; Home Economics Skills; Job Skills; Leadership; *Occupational Home Economics; Program Administration; Program Development; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for child care and guidance management and services I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in course I are as follows: orientation and safety, stages of child development, care giving skills, protecting children's health and safety, practicing developmentally appropriate activities, and employability skills. Course II contains the following units: the child care professional, creating a safe and healthy environment, planning the program, and program management. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 329 CE 072 214

Mississippi Curriculum Framework for Postsecondary Child Development Technology Programs (CIP: 20.0201--Child Care & Guidance Workers & Mgr). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 64p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Caregivers; *Child Care Occupations; *Child Development; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Day Care; Educational Equipment; Employment Potential; Home Economics Skills; Job Skills; Leadership; *Occupational Home Economics; Preschool Children; Preschool Curriculum; *Preschool Education; Program Administration; Program Development; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the child development technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: child care profession; art for preschool children; infant and toddler development; music/movement for preschool children; child growth and development; child nutrition and health care; language arts for preschool children; guiding social and emotional behavior; methods and materials; technical practicum I; atypical child development; technical practicum II; social studies, math, and science for preschool children; and for the course sequences in the graphics and print communications program. Presented in the introduction are a program description and suggested course sequence. Section I lists baseline competencies for the graphics and print communications course sequence, and section II consists of course outlines for each of the following courses in the program: overview of graphics and print communications; paste-up and layout; graphic design; process camera and darkroom; press operations I-III; platemaking; binding and finishing operations; film assembly; special project in graphics and print communications; and supervised work experience in graphics and print communications. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the graphics and print communications program. (MN)

ED 397 345 CE 072 230

Mississippi Curriculum Framework for Graphics and Print Communications (Program CIP: 48.0201--Graphic and Printing Equipment Operators). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 88p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Desktop Publishing; Employment Qualifications; Equipment Maintenance; Equipment Utilization; *Graphic Arts; Layout (Publications); Mathematics Skills; Measurement Techniques; Photocomposition; *Photography; *Printmaking; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education; Workplace Literacy
IDENTIFIERS- Bindery Workers; Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for secondary-level courses in graphics and print communications I-II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course includes units on the following topics: orientation; safety and equipment familiarization; applied math/measurements for graphics and print communications; job planning and layout; introduction to desktop publishing; basic photography and darkroom processes; stripping and platemaking; fundamentals of printing and duplication; operation of offset duplicators/presses; and bindery operations. Topics covered in the units of the second course are the following: orientation review; safety and equipment familiarization review; employability skills, job planning/layout; desktop publishing; darkroom techniques; master and platemaking; offset duplicator/press operations; bindery; and machinery repair and

Because the issues here are difficult to define and understand, more research is needed to assess the sensitivity and validity of the measures currently available. Contains 39 references. (RJM)

ED 397 365 CG 027 221

Gastil, Richard W.
The Process of Divorce Recovery: A Review of the Research.
PUB DATE- May 96
NOTE- 69p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Affective Behavior; Developmental Psychology; *Divorce; *Emotional Development; Emotional Response; Family Problems; Literature Reviews; Psychological Patterns
IDENTIFIERS- Kubler Ross (Elisabeth)

Many researchers have speculated over the nature of the divorce recovery process. Is the process similar to Kubler-Ross's stages of grief or does divorce recovery follow a unique process? This paper examines the current body of empirical research in an attempt to answer these questions. From the 91 sources analyzed, it was discovered that most of the literature is either theoretical or clinical. The theoretical literature suggested that recovery from divorce involves a progression through certain time stages: predecision, legal divorce, and postdivorce. While these chronological stages divide the process into specific transition periods, they do not help in identifying the processes of effective adjustment either across or within the time stages. Furthermore, a lack of resources and methodological problems have hampered empirical research, although several process dynamics have been identified, such as the observation that divorcees usually improve over time. However, unlike Kubler-Ross' stages of grief adjustment, no processes or psycho-social stages of divorce recovery have been confirmed by current research. Even so, researchers have learned more about the role that adjustment factors, such as gender, locus of control, and social involvement, play in a divorce. Future research should try to clarify definitions of adjustment, instrumentation, procedures, and sampling. Contains 42 references. (RJM)

ED 397 366 CG 027 222

Taylor, Melanie A.
The Use of Touch in Therapy: Can We Talk?
PUB DATE- May 96
NOTE- 49p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Counseling Techniques; *Counselor Client Relationship; Counselor Training; Literature Reviews; *Psychotherapy; *Therapy
IDENTIFIERS- Physical Contact; *Touch; Touching

The empirical literature regarding the use of nonerotic touch in psychotherapy is reviewed. Theoretical and ethical concerns are discussed, including the taboo against touching clients, situations in which touch may be appropriate, and whether or not nonerotic touch leads to erotic touch. It is difficult to packet summarizes six model ethics programs which were identified as being comprehensive--they reached all or most of their students. The sample programs here were implemented either through a general education requirement in ethics education, an institutionally mandated ethics component in each academic discipline, a required capstone experience or required community service learning experience with an ethics element, or something else which reaches most of an institution's students. The programs were theory grounded to ensure that all of the students in each institution graduated with a well-defined ethical framework for decision-making, both within their personal lives and their academic discipline. Also included are summaries of the following frequently used models of ethical decision making: (1) "Theory of Intellectual and Ethical Development (William Perry); (2) Dimensions of Development for Traditional Age College Students (especially, Developing Integrity) (Arthur Chickering; (3) Cognitive Stage Theory of the Development of Moral Judgment (Lawrence Kohlberg); (4) A Morality of Responsiblity and Care (Carol Gilligan); (5) Model of Ethical Reasoning (K. S. Kitchener); (6) Four-Component Model of Moral Behavior (J. R. Rest); and (7) Setting Up a Moral System: Basic Assumptions and Basic Principles (Humanitarian Ethics--A General Way of Determining Priority) (Jacques Thiroux). A listing of additional resources that educators can use to learn more about integrating ethics into the curriculum is included. (RJM)

ED 397 386 CG 027 262

Hyman, Irwin A.; And Others
The Enemy within: Tales of Punishment Politics and Prevention.
PUB DATE- 96
NOTE- 51p.; Paper presented at the Annual National Convention of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Corporal Punishment; Discipline; *Discipline Policy; Elementary Secondary Education; Negative Reinforcement; Public Opinion; *Public Policy; Punishment; *School Policy; *Social Attitudes; Student School Relationship

In 1994, about 60 to 70% of Americans supported parental spanking. This paper examines student misbehavior, school discipline, prevention, treatment, and punishment in U.S. society Currently, 23 states still allow paddling in schools, and most states do not allow the spanking of foster children. As of 1994, all but a few of the national organizations representing children had taken a stand against corporal punishment in the schools, and some, including the American Academy of Pediatrics, were reconsidering their positions on parental spanking. Even so, Americans' punitive public policy toward misbehavior, deviance, and non-conformity portrays a society which prefers solutions based on punishment rather than prevention and rehabilitation. Schools have to struggle with punitive, scientifically discredited, and outmoded approaches to problems of student misbehavior, partly because of public policies and legislation. It should also be expected that educators likewise reflect the punitive attitudes of society. But conditions are changing and many policy makers have recognized the causes of misbehavior and violence and are working to address these conditions. Child abuse laws, protection from spousal abuse, drug treatment programs,

Instruction
IDENTIFIERS- *Author Reader Relationship; *Buck (Gertrude); Composition Theory

At the turn of the century, Gertrude Buck developed a progressive language theory in which writer, reader, and language all participate in the making of meaning. Over the course of her career as a professor, Buck developed a theory of reader empowerment in composition and literature that prefigured some of the main tenets of reader-response theory by half a century. The seeds of Buck's reader-response theory were planted in her dissertation. While this early work still views the reader as controlled by the author, Buck is clearly interested in a psychological explanation of how readers process metaphors. The reader's role continued to expand in Buck's later composition theory. Much of her work on argumentative writing is centered around her belief that the primary goal of an author is to achieve a union of mind with the reader. Further, as a teacher, Buck asked her writing students to think like readers. In an article published in 1900, Buck makes it clear that the cooperation she is looking for between reader and writer should not be coercive. Buck was beginning to see the audience not as a receiver, nor even a processor at the end of the communication process, but as a component of an ongoing process. She similarly viewed literature as a function of time and relationship, an interactive moment rather than a static text. (TB)

ED 397 406 CS 215 316

Issacs, Emily
Examining Assumptions about the Decentered Classroom.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Higher Education; *Teacher Student Relationship; Teaching Methods; *Teaching Styles; Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- *Decentering (Writing); Process Approach (Writing); Teaching Research

In process-oriented composition studies, few concepts are more universally accepted than that of the decentered classroom. Ken Macrorie, Peter Elbow and Don Murray, in their publications of the late 1960s and early 1970s, began a movement to place students, with their writing and their ideas, at the center of writing instruction. While most teachers share the aims of centering attention on the students, questions about translating these aims into practice remain. What roles are available to the teacher of a student-centered writing class? A doctoral research project explored this question by observing three women writing teachers' pedagogies. While one teacher takes on a sideline position in her classroom and thus fits the traditional model of a teacher of a decentered classroom, the other two teachers, despite goals similar to the first teacher, take on more directive, active, and "talkative" roles. These two teachers have had to struggle to accept their directive, active styles. While one spent years forcing herself to teach from the sidelines, the other continues to express some misgivings about her role, worrying that her classroom is not the changing skill demands of work. The 3-year project studied circuit board assembly or "contract manufacturing" in the Silicon Valley, a rapidly growing and highly competitive part of the electronics industry. The varied functions that reading and writing served in such work environments were identified, and the ways in which industry standards and work organization, such as self-directed work teams, affect literacy requirements for a range of workers at individual companies were documented. How literacy requirements varied in these factories were determined, given different types of work organization; and the constraints that companies themselves exerted in the exercise of literate abilities were identified. A multimedia data base (a computer-base compendium of video from the factory floors; audiotaped interviews with line workers, engineers, and managers; examples of written documents and schematic diagrams and other data--is being built and field-tested which can be used to introduce vocational and literacy educators, in dynamic fashion, to the literacy requirements of changing workplaces. (Contains 16 figures, 1 table of data, 8 notes, and 81 references. The 17 appendixes present log reports and procedures, transcripts, meta-categories worksheets and frequencies, and taxonomies of team activities and classroom activities.) (Author/RS)

ED 397 424 CS 215 365

Hayes, John R.; And Others
Experimental Approaches to Evaluating Writing. Study 1: In Search of Writing Ability: Exploring Consistency of Student Performance on Holistically Scored Writing Tasks. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 21p.; For study 2, see CS 215 366.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Freshman Composition; Grading; Higher Education; *Reliability; *Student Evaluation; *Writing Achievement; *Writing Evaluation; Writing Research
IDENTIFIERS- Alternative Assessment; *Writing Tasks

A study examined college students' responses to writing tasks that were created by their instructors--writing tasks that constituted an important part of the instructors' course designs and that were presented to students as an integral part of the curriculum. In all, approximately 4800 independent evaluations of 796 essays were analyzed. The essays were written by 241 first-year writing students at 2 colleges. The writing samples were scored by raters who were encouraged to use criteria they normally employ in their grading, rather than a special set of criteria imposed by the researchers. Results indicated that the correlation in quality among successive essays written by the same student was quite low; and raters did not tend to grade essays written later in the semester better than essays written earlier in the semester. Findings suggest that the consistency of writing performance in more naturalistic settings may be even lower than previous estimates of writing consistency have indicated. (Contains 10 notes, 14 references, and 2 tables of data. Appendixes present the ranking worksheet and a survey instrument.) (RS)

ED 397 425 CS 215 366

Schriver, Karen A.; And Others

IDENTIFIERS- *Educational Issues
A 59-item annotated bibliography on language arts instruction for the gifted organizes research into three main categories: (1) instruction of gifted students in tracked classrooms; (2) instruction of gifted students in mainstreamed or heterogeneous classrooms; and (3) instruction of gifted and nongifted toward the goal of developing higher level thinking skills. Each of these three categories has two subdivisions: one section listing citations that describe a particular approach to instruction and another listing of citations that advocate a particular approach. All articles cited were published between 1979 and 1995. Researchers offer various techniques designed to increase higher level reasoning skills in gifted students, but there is a need now for more research examining the effects of instruction designed to increase higher level reasoning skills for all students but in tracked and in mainstreamed classrooms. If all students are to become independent learners, educators must foster independent learning by teaching students about how to learn rather than telling them what to learn. The research outlined in this bibliography reveals interesting trends in the approach to language arts instruction for the gifted. Articles supporting mainstreaming are based on the premise that intellectual diversity in the classroom offers the benefits for regular students that outweigh any negative educational consequences for gifted students. The articles supporting mainstreaming also maintain that drill and memorize techniques used in lower-level tracked classes is detrimental; they suggest that students at all levels must be coached in higher level reasoning. (Author/TB)

ED 397 444 CS 215 417

Gordon, Douglas K.; Mercier, Judith D.
Attributional Style and the Freshman Writer.
PUB DATE- 28 Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Attribution Theory; *Depression (Psychology); *Freshman Composition; Higher Education; Self Concept; *Student Attitudes; Writing Ability; *Writing Achievement; *Writing Attitudes; *Writing Improvement; Writing Research
IDENTIFIERS- Attributional Style Questionnaire; Seligman (MEP)
Martin Seligman's psychology research on depression, published in 7 books and hundreds of articles, shows a correlation between attributional style and depression. "Explanatory style" is another term nearly synonymous with attributional style, a habitual way to explain, positively or negatively, external events. A "learned" optimist himself, Seligman believed that habits of explanation can change: ergo, his book purports to teach the failure-prone human to change rhetorical styles. A study explored the extent to which students' attributional style determines their performance in freshman composition. The study began with a sampling of 80 students but through attrition lost about 35%. An Attributional Style Questionnaire was given to the students at the beginning of the course, as well as a writing test at the beginning and again at the end of the course. The majority of students in the sample had higher-

into cluster groupings. The six research briefs published by NWREL are as follows: (1) "Reducing the Dropout Rate" (E. Gregory Woods); (2) "Peer and Cross-Age Tutoring" (Page Kalkowski); (3) "Engendering School Improvement Through Strong Instructional Leadership" (E. Gregory Woods); (4) "Promoting Student Mathematics Learning Through a Hands-on and Visual Math Program" (Joan M. Shaughnessy); (5) "Applying Total Quality Management Principals to Secondary Education" (Kathleen Cotton); and (6) "Preparing High School Students for the World of Work in a Tech Prep Program" (Joan M. Shaughnessy). (LMI)

ED 397 463 EA 027 572

Lashway, Larry
Ethical Leadership. ERIC Digest, Number 107.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Ethics; Integrity; *Leadership; *Leadership Qualities; Leadership Styles; Moral Values
IDENTIFIERS- ERIC Digests

Until very recently, ethical issues were given little attention in administrator-preparation programs. This digest outlines the ethical responsibilities of school leaders and the dilemmas that they face. It offers the following suggestions for resolving ethical dilemmas: (1) Leaders should have and be willing to act on a definite sense of ethical standards; (2) leaders should examine dilemmas from different perspectives; (3) leaders can reframe ethical issues; and (4) leaders should have the habit of conscious reflection. Educators can create ethical institutions by developing an ethics committee or a shared school covenant. The virtues that leaders must practice include honesty, courage, and stewardship. The leader's responsibility is complex and multi-dimensional, rooted less in technical expertise than in simple human integrity. (Contains 10 references.) (LMI)

ED 397 464 EA 027 599

Robinson, Ralph E.; Beswick, Barbara Ann
Success Oriented Schools: An Educator's Handbook for the 21st Century.
PUB DATE- 96
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *High Risk Students; *Low Achievement; School Administration; School Organization; *School Restructuring; Self Esteem; *Student Attitudes; Student Behavior

Education's loyalty to contemporary school organization has provoked wholesale student underachievement and a tragic subculture of youngsters at risk. This book proposes a model impacts on economic growth than did women's education. The surprising findings may be explained by the existence of a structural gender gap underlying the gap in education. In other words, there is another significant societal gender discrimination that makes the educational gender gap meaningless. Five tables are included. (LMI)

ED 397 482 EA 027 717

Kuroda, Kazuo
Effective School Research from Japanese Perspective.
PUB DATE- Oct 95
NOTE- 11p.; Paper presents at the North-East/Mid-West Regional Conference of the Comparative and International Education Society (Buffalo, NY, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Educational Quality; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; *School Effectiveness; *Sociocultural Patterns
IDENTIFIERS- *Japan; *United States

Over the past 25 years, much educational research in the United States has focused on effective schools. This paper presents findings of a study that examined the characteristics of Japanese education, which is often considered effective by American researchers. It compares features of the Japanese education system to characteristics of effective schools identified by Levine and Lezotte (1990). The Japanese system exhibits the following effective-school traits: a focus on student acquisition of central learning skills; appropriate monitoring of student progress; high, operationalized expectations for students; a productive school climate; salient parent involvement; and practice-oriented staff development. The only difference between Japanese schools and Levine and Lezotte's characteristics of effective schools is that Japanese principals play a limited leadership role. The above five characteristics appear to have a very positive impact on Japanese students' academic performance. However, Japanese education is not necessarily effective because of these technical characteristics. Rather, Japanese schools' effectiveness is due to Japanese culture, history, and social systems. In the past, Japan had a strong need to make schools effective in order to catch up with western countries like the United States. However, it is time for Japan to rethink its very effective school system because Japan is no longer a poor country. One of the agenda of the current educational reform movement is to reduce Japanese students' pressure for studying. (LMI)

ED 397 483 EA 027 718

Pickert, Sarah; Kuroda, Kazuo
A Comparative Analysis of Aid Policies for Human Resource Development: United States and Japan.
PUB DATE- Feb 95
NOTE- 12p.; Paper presented at the Annual Meeting of the International Studies Association (Chicago, IL, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

into law in June 1989, Hawaii's School/Community-Based Management Initiative (SCBM) is part of a national trend toward decentralizing decision making and increasing school autonomy that arose during the 1980s. A voluntary program, SCBM offers schools flexibility, autonomy, and a small amount of resources in exchange for school-community commitment and plans for improving educational outcomes. This document presents findings of an evaluation of the first nine schools that participated in SCBM. Data were derived from individual and focus-group interviews with each of the six role groups and SCBM council members; onsite observation; surveys of teachers, support staff, SCBM council members, administrators, and parents; and document analysis. The evaluation shows that SCBM participation has brought greater voice to many groups, fostered new ways of collaboration, and (in a few cases) led to the development of a school culture that supports significant improvement in the learning environment. In short, SCBM rarely has caused school improvement but has provided the framework and vehicle for improvement. The following recommendations are offered: (1) All levels need to consider ways to continue building group decision making and communication skills; (2) schools need to determine and clarify the roles and responsibilities of the council from the start; (3) participants at all levels, but especially in schools, need to develop better procedures for orienting new SCBM council members--particularly staff and parents--to SCBM and the school's vision; (4) the state needs to streamline and clarify the waiver and exception process; (5) schools and the state should consider adopting accountability systems capable of meeting both school and state needs; (6) all levels should consider streamlining school-improvement goals, designing staff-development plans, and instituting a comprehensive planning process; and (7) greater cooperation, coordination of effort, and creative use of resources are needed to provide SCBM schools with support in this time of diminishing resources. (LMI)

ED 397 499   EA 027 735

Aquila, Frank D.
Education Law. Course Outline. Casenote Education Series.
PUB DATE- 95
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010)
DESCRIPTORS- Boards of Education; *Court Litigation; Disabilities; Educational Finance; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Legal Responsibility; School Desegregation; *School Law; Special Needs Students; State Church Separation; *State Legislation; Student Rights; Teacher Certification; Teacher Dismissal; Teacher Employment; Teacher Rights; Torts

The material included in this book--case briefs, outlines, and textbook/treatise reference information--provides a summary of the most important aspects of the law regarding education. At the heart of this body of knowledge, commonly identified as education law or school law, is statutory and case law. The book serves as a comprehensive guide to the current state of public-education law, with a focus of the impact of the American legal system on public education. Chapters contain indepth briefs of 118 federal and state court cases. Chapters cover the following topics: church-state law; education of the disabled; local school boards; public school finance; school property and fund uses; tort liability of school districts, school-finance changes; and the restructuring of state education agencies and school district offices. The second category includes decentralized decision making and alternative models of delivering education, such as charter schools, reform networks, and private contracting. The document also outlines the new roles for schools, school boards, state education agencies, and states under a flexible framework. One figure, a matrix showing state-by-state policies, and a list of contributors are included. (Contains 29 references.) (LMI)

ED 397 517 EA 027 765

Collender, Stanley E.
The Guide to the Federal Budget, Fiscal 1997.
PUB DATE- 96
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Budgets; Cost Effectiveness; Cost Estimates; Expenditures; *Federal Government; *Federal Legislation; Federal Regulation; *Financial Policy; Government Role; Income; Legislators; Resource Allocation
IDENTIFIERS- *Federal Budget

Trying to analyze developments in the federal budget in 1996 was particularly confusing to most Americans. This book serves as a guide for understanding the ever-changing, complex federal budget process. Chapter 1 explains in detail key terms and concepts. Chapter 2 provides an overview of the Budget Enforcement Act (BEA) budget process. Under the BEA procedures, reducing the deficit is no longer the major goal; limiting spending and guaranteeing that the baseline level of revenues is collected are now the primary aims. Chapters 3 through 6 describe stages of the BEA timetable, including President Clinton's budget, the Congressional budget resolution and reconciliation, authorizations and appropriations, and sequestration. Types of impoundments and impoundment-control procedures are described in the seventh chapter. Guidelines for reading and using the federal budget are offered in chapter 8. Contains 26 tables and 2 figures. Appendices contain the following: the concurrent resolution on the budget, fiscal year 1996; views and estimates reports of the House Committees on Agriculture and Ways and Means; budget projections and economic assumptions; functional categories of the federal budget; and President Clinton's fiscal 1994 rescission message. (LMI)

ED 397 518 EA 027 768

Private Management of Public Schools: Early Experiences in Four School Districts. Report to Congressional Committees.
PUB DATE- Apr 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Community Attitudes; *Contracts; Corporate Support; Elementary Secondary Education; Free Enterprise System; *Privatization; *Public Schools; School Business Relationship; School Districts; Scores; Standardized Tests

Anderson, Ronald D.
Study of Curriculum Reform. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 112p.; For Volumes I-III of this particular study, see EA 027 931-933. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Development; *Educational Change; Educational Innovation; Learning Strategies; Outcomes of Education; *Resistance to Change; *School Restructuring; Secondary Education; Teaching Methods
IDENTIFIERS- *Studies of Education Reform (OERI)

Significant curricular change extends into most other facets of schooling, including teaching, learning, and the school culture. This document reports findings of the Curriculum Reform Project, which conducted case studies of educational reforms in nine middle and senior high schools across the United States; prepared a cross-site analysis of the cases; and identified implications for policy, practice, and research. The focus of this 4-year research project has been curriculum reform, with specific attention to the three areas of science education, mathematics education, and high order thinking across the disciplines. The literature review found that proponents of higher order thinking favor the constructivist learning approach, which requires students to be active builders of their own knowledge and which requires a change in teaching strategies and teachers' roles. The cross-site analysis examined the nature of the curricular reforms, barriers to reforms, and essentials for attaining reform. The technical, political, and cultural dimensions of curricular reform efforts were examined. one conclusion is that reform is ongoing and requires a sufficient length of time. It also requires the provision of time for teachers, changed values and beliefs about the goals of instruction and means for fostering them, collaborative teacher learning, parent learning, new student roles and work, and a systemic view of reform. (Contains 177 references.) (LMI)

ED 397 536 EA 027 932

Anderson, Ronald D.
Study of Curriculum Reform. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Aug 95
NOTE- 429p.; For Volumes I-III of this particular study, see EA 027 931-933. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Development; *Educational Change; Educational Innovation; Learning Strategies; Outcomes of Education; *Resistance to Change; *School Restructuring; Secondary Education; Teaching Methods
IDENTIFIERS- *Studies of Education Reform (OERI)

Education; *Cooperative Programs; *Education Work Relationship; *Employment Potential; High Schools; Labor Force Development; *Partnerships in Education; Relevance (Education); School Business Relationship; Self Efficacy; Shared Resources and Services
IDENTIFIERS- *Studies of Education Reform (OERI)

Too often the phrase "school-to-work transition" is interpreted to mean that all young people should follow the same path directly from the classroom to the workplace. The Academy of Educational Development's National Institute for Work and Learning (AED/NIWL) undertook a 4-year study of school-to-work transition education reform. The study focused on identifying useful school-to-work transition reform initiatives. A number of activities carried out the study: a comprehensive review and synthesis of the literature; the commissioning of a series of papers on critical issues; the convening of a national conference; 14 case studies of exemplary school-to-work transition initiatives; and the dissemination of diverse products to the research, policy, and education communities. This volume, the second of four in a series, presents information from the 14 high school programs across the United States that linked education to work. The case studies illustrate a variety of school-to-work reform initiatives, including school-based and work-based programs, district- and community-wide efforts, and county-wide and state-level strategies. Case-study data were collected during site visits to each of the 14 programs in 1993 or 1994. Data were obtained through individual interviews, focus groups, observation, and document analysis. (LMI)

ED 397 552 EA 027 948

Study of School-to-Work Reform Initiatives. Volume III: Technical Appendix--Research Design and Methodology. Studies of Education Reform Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 18p.; For Volumes I-III of this particular study, see EA 027 946-948. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Planning; *Cooperative Education; *Cooperative Programs; Data Analysis; Data Collection; *Education Work Relationship; *Employment Potential; High Schools; Labor Force Development; *Partnerships in Education; Relevance (Education); Research Design; Research Methodology; School Business Relationship; Self Efficacy; Shared Resources and Services
IDENTIFIERS- *Studies in Education Reform (OERI)

The traditionally direct route from high school to full-time work for most students has given way to a variety of paths. The Academy for Educational Development's National Institute for Work and Learning (AED/NIWL) undertook a 4-year study of school-to-work transition education reform. The study focused on identifying useful models for and the impact of school-to-work transition reform initiatives. A number of activities carried out the study: a comprehensive review and synthesis of the literature; the commissioning of a series of papers on critical issues; the convening of a national conference; 14 case studies of exemplary school-to-work transition initiatives; and the dissemination of diverse products to the research, policy, and application of the outcome measures through visits and interviews and outlines the information collection and decision making process. Section 2 presents the 21 outcome measures. For each of the measures there are suggested questions designed to determine, first, whether the outcome is present and, second, the quality of the individualized supports and services provided by the service organization. Examples of outcomes include: (1) families are informed; (2) families choose their goals; (3) children are safe; (4) families remain together; and (5) families are satisfied with their services. Each outcome is examined in terms of values, outcome information gathering, and outcome decision making. (DB)

ED 397 569 EC 304 897

Melton, Elizabeth Jane
SSR: Is It an Effective Practice for the Learning Disabled?
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; *Learning Disabilities; *Reading Comprehension; *Reading Instruction; *Sustained Silent Reading; Teaching Methods; Word Recognition

This study evaluated the practice of sustained silent reading (SSR) on the reading comprehension and word recognition skills of 12 third and fourth grade students with learning disabilities. The intervention involved 10 minutes daily of SSR over a 6-month period in the context of 30 minutes daily of reading instruction from a learning support teacher. Students also recorded on a log their response to their reading and, once a week, talked about and shared their books. Six control subjects received the same amount of reading instruction without SSR. A significant level of change was noted for the experimental group in reading words in context and comprehending reading material at both the implicit and explicit levels. No significant change was noted in word recognition. (Contains 11 references.) (DB)

ED 397 570 EC 304 898

Koyanagi, Chris; Schulzinger, Rhoda
In the Line of Fire: Children with Serious Emotional Disturbance and the 104th Congress.
PUB DATE- 15 Jul 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Block Grants; Budgeting; Children; Child Welfare; *Emotional Disturbances; *Federal Aid; Federal Government; Federal Legislation; *Federal Programs; Government Role; *Mental Health Programs; Policy Formation; *Public Policy; Retrenchment; Social Services; Substance Abuse; Trend Analysis
IDENTIFIERS- *Child and Adolescent Service System Program; Congress 104th; Reauthorization Legislation; Substance Abuse and Mental Health Services Admin; Supplemental Security Income Program

This report summarizes and analyzes the actions of the 104th

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Disabilities; Electronic Mail; Elementary Secondary Education; Foreign Countries; Information Dissemination; *Information Sources; *Internet; Online Systems; *Special Education; Special Education Teachers; World Wide Web
IDENTIFIERS- Listserv Discussion Groups; SPEDTALK

This guide to the Internet is geared toward special education teachers. Descriptions of various resources, including discussion groups (sometimes known as LISTSERVS) or conferences that appear to be beneficial for educators who instruct students with learning disabilities, are provided. The explosion in communication via the information superhighway is discussed. The World Wide Web and SPEDTALK, a forum for people to discuss current issues about practices, policies, and research in special education, are described and evaluated. Individual testimonials on the helpfulness of the Internet are recounted. Examples from SPEDTALK in their original form are provided. Caution is given to users on the amount of material they may receive through electronic mail. (CR)

ED 397 587 EC 304 916

Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool Age Children with Multidisability Sensory Impairments and Families. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 29 Jun 96
NOTE- 139p.; A product of the SKI-HI Institute's Project INSITE. For the 1993 final report, see ED 359 689.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Deaf Blind; Delivery Systems; Early Childhood Education; *Early Intervention; Family Involvement; *Family Programs; Home Programs; Individualized Family Service Plans; Infants; *Multiple Disabilities; *Outreach Programs; Parent Education; Preschool Education; *Professional Development; Program Effectiveness; Program Implementation; Program Validation; Teaching Models; Teamwork; Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Project INSITE (Deaf Blind)

This final report presents the outcomes of Project INSITE, a family-centered home intervention model designed to provide training to early intervention/childhood professionals working with infants and young children with multidisability sensory impairments and their families. In the INSITE model, an early intervention professional visits the home of a child with sensory impairments and additional disabilities to work with the family. Parents and the professional work together as team members in determining goals, writing/reviewing the Individualized Family Service Plan or the Individualized Education Program, carrying out and monitoring activities, and preparing for transition to school programs. The report presents information on the goals, objectives, and activities of the project over the 3-year grant period. The conceptual

*Needs Assessment; *Rehabilitation; *Social Services; Surveys; Urban Areas
IDENTIFIERS- *Texas (Dallas); Texas (Fort Worth)

A survey of consumer concerns of American Indians with disabilities in the Dallas-Fort Worth (Texas) area involved interviews with 150 American Indians with disabilities. Results are reported for the following areas: characteristics of respondents (sex, age, tribal identification, length of residence, income, disability, and experience with services); consumer concerns (such as availability of affordable health care insurance); and employment (45 percent were employed). Extensive tables provide detailed findings on tribal affiliations, specific impairments, services received in the past year, services needed in past year but not received, information needs, relative strengths and problems with services, and specific problems of respondents with alcohol or substance abuse problems. Results indicated that the two services wanted but not received by the largest number of respondents were dental care and help in finding or keeping a job. Affordability of health care insurance, assistive devices, and housing were other major concerns. Many respondents were unaware of the services available to them. Recommendations included formation of a community action plan, better publicity of available services, and services specifically targeted to young American Indians with disabilities. Extensive tables detail survey results. Appendices include numerous program administration materials. (Contains 10 references.) (DB)

ED 397 605 EC 304 935

Shook, Scott L.; And Others
Development of a Local Labor Market Analysis Model To Identify Employment Opportunities for Persons with Disabilities Living on Reservations. Navajo Nation Employers, 1993. Volume One.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Reservations; *American Indians; *Disabilities; *Employers; *Employment Opportunities; *Navajo (Nation); Vocational Rehabilitation

This document presents results of a study to identify employers on the Navajo reservation conducted for the purpose of helping vocational rehabilitation counselors place American Indians with disabilities living on the reservation into appropriate jobs. The study identified 962 businesses on the reservation, not including churches. Businesses are categorized according to the Standard Industrial Classification (SIC) system. Graphs show business groupings by industry and number of employers, and by specific Navajo agencies and number of employers. The study found that at least 47 employers had more than 150 employees. It notes a reduction of eight percent in number of employers since a 1989 study. Statistical analysis of the data provides information on employer stability rate, turnover, and organizational life expectancy. Most of the document consists of appendices which include the actual employer listing (arranged by the five Navajo agencies), a list of Navajo-controlled employers located off the reservation, employers included in the 1989 listing but not the present one, important phone numbers for each of the five agencies, comparisons of the

Literacy Education; Models; *Spanish; Standardized Tests; Uncommonly Taught Languages
IDENTIFIERS- *Spain (Basque Provinces)

This report provides an overview of bilingual education in the Basque area of Spain over the last 10 years. Since 1982, a government decree established that public education was to be conducted following 1 of 3 models of bilingual education: 1) instruction is basically in Spanish, with Basque taught as a separate course; 2) content instruction is 50% in Spanish and 50% in Basque; 3) instruction is basically in Basque, with Spanish taught as a separate course. The models are in clear expansion, which will be reflected at the high school level in the next 5 years. There has been a remarkable increase in the number of bilingual teachers during the last 10 years. Because the Department of Education has taken measures to make it possible for Basque to be used in the workplace, around 38% of administrative staff at public schools, school district, and the central education office are speakers of both Spanish and Basque. The Basque Aptitude Test (EG) is now taken by both younger and older teachers who want to improve their qualifications, and by students in bilingual instructional models one and two who have not yet entered university. Several other standardized tests to measure Basque language proficiency have been developed. A training program for Spanish-speaking teachers offers Basque language seminars at schools during or after working hours. Literacy programs are also offered in Basque. (VWL)

ED 397 624 FL 021 272

Lectura y Vida. Revista Latinoamericana de Lectura (Reading and Life. Latinamerican Reading Magazine). 1990-1995.
PUB DATE- 95
NOTE- 1,249p.
LANGUAGE- Spanish
EDRS Price- MF10/PC50 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Adult Students; Basic Writing; Elementary School Students; Elementary Secondary Education; *Literacy Education; Reading Ability; *Reading Achievement; Reading Comprehension; Secondary School Students; Second Language Learning; *Spanish; Spelling Instruction; Whole Language Approach; *Writing Instruction
IDENTIFIERS- International Reading Association

This series of 24 magazines offers readings in Spanish on literacy, education problems, psycholinguistics, expository writing, and reading behavior. The magazine's editorial committee includes representatives from Colombia, Brazil, Argentina, Chile, the United States, Uruguay, Mexico, Venezuela, and Spain. Articles concern literacy issues of both children and adults. Articles appearing in these issues include: "Whole Language" (Kenneth Goodman); "Vocabulary in Elementary School" (Cecilia Beuchat); "Language in Middle and Upper Grades" (Ana Maria Kaufman); "Metacognition and Learning Strategies" (Maria Cristina Rinaudo); "New Trends in Adult Literacy" (Adelina Arrellano-Osuna); "Direct Instruction vs. Whole Language" (Jeanne S. Chall); "Strategies To Improve Reading Comprehension of High Risk Students" (Alan Crawford); "Why Is It Written with 's'?" (Elena Planas de Dietrich); "A System of Working with Portfolios in the Classroom" (Marsha Grace); "The Study of Children's Books in Spanish" (Martin Luis Guzman Ferrer); "Diversity and the Literacy Process: From Celebration to Raising Consciousness" (Emilia Ferreiro); "Recommended Books for Children and Adolescents" (Maria Luisa

ED 397 643 FL 023 868

Brender, John R.
Effects of Homework Completion on Test Scores in Introductory Spanish Courses.
PUB DATE- 96
NOTE- 9p.; For a related document, see ED 395 452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Students; Higher Education; *Homework; Introductory Courses; *Language Tests; Motivation; *Predictive Validity; *Scores; Second Language Learning; *Spanish; *Test Use; Urban Education
IDENTIFIERS- African Americans

This research investigated the effects of homework completion on test scores for 401 undergraduate students, 94 percent African American, at an urban university in 2 levels of introductory Spanish, all with the same instructor. Five to six teacher-generated exams were administered during the course; the lowest test score for each student was discarded. Fairly consistent bell curves were noted for almost every class on virtually every test. Homework consisted of lengthy workbook assignments of 8-11 pages due the day of the chapter exam and short daily assignments of approximately one page; homework was reviewed at the beginning of each class. Although the text was changed four times, median test scores changed little with the different texts. Results indicate statistically significant correlations between homework completion rates and test scores based on class level. A strong correlation was found in the 101-level classes to support Keith's (1988, 1992) research suggesting a stronger correlation between achievement and homework for African Americans, although the reverse was noted in 102-level classes. (Contains 11 references.) (NAV)

ED 397 644 FL 023 941

Norrick, Neal R.
Collaborative Narration of Familiar Stories in Conversation.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Group Dynamics; Group Membership; *Interpersonal Communication; Language Research; Linguistic Theory; *Narration; *Sociocultural Patterns; *Story Telling
IDENTIFIERS- *Politeness; *Turn Taking

The retelling of a familiar story is analyzed as a narrative event, particularly when the story is told by more than one person in a group. Three important functions of retelling a familiar story are identified: (1) to foster group rapport; (2) to ratify group membership; and (3) to convey group values. Often the three functions co-exist in the same narrative event, while one function may dominate a whole narrative or section of it. For each function, the analysis draws on one or more narratives or narrative segments, transcribed here, and focuses on forms of interaction, turn-taking, verb forms, and use of language. Familiar stories are tellable under different circumstances from original stories, depending on the dynamics of the narrative event itself rather than on its newsworthiness. Structural markers of re-told tales include and veterans, and using a buddy system. (YLB)

ED 397 222 CE 071 975

Enterprise Measures. Evaluation Report.
PUB DATE- Jun 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Agency Cooperation; *Business Education; Community Programs; *Coordination; *Educational Opportunities; Education Work Relationship; *Entrepreneurship; Foreign Countries; Government Role; Job Training; National Programs; Outcomes of Education; Program Costs; Public Agencies; *Self Employment; Small Businesses; Tables (Data)
IDENTIFIERS- Government Business Relationship; *Ireland

In Ireland, four government programs have traditionally been available to help individuals wishing to establish an enterprise: (1) Enterprise Training; (2) local training initiatives (LTI); (3) the Enterprise Scheme; and (4) the Community Enterprise Programme (CEP). In 1988, the four enterprise measures were combined to form the Training and Employment Authority (Gaelic acronym: FAS). The extent to which the four programs have been integrated since the establishment of FAS was examined in a study during which the following activities were conducted: examination of monitoring materials from the Department of Enterprise and Employment, FAS' client database, and pertinent research/literature review; meetings with FAS head office staff; and interviews with FAS staff and end users. The study revealed an absence of effective coordination and lack of progress toward integration of the four enterprise measures since 1988. FAS' role in encouraging enterprise has yielded mixed results. The CEP has had significant impacts on many local communities, especially in disadvantaged areas. The Enterprise Training and Enterprise Scheme programs have been characterized by a lack of postprogram support. It was recommended that CEP enterprise workers' responsibilities be expanded to include provision of postprogram support and that FAS continue to use rigorous selection criteria when awarding enterprise development assistance. (Contains 36 tables.) (MN)

ED 397 223 CE 071 976

Industrial Restructuring Training Programme. Evaluation Report.
PUB DATE- Dec 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; Education Work Relationship; Foreign Countries; *Industrial Structure; *Industrial Training; *Labor Force Development; Literature Reviews; Management Development; *National Programs; Program Costs; Program Effectiveness; *Retraining; *School Business Relationship; Supervisory Training; Tables (Data); Training Methods; Training Objectives
IDENTIFIERS- *Ireland

Ireland's Industrial Restructuring Training Programme (IRTP) was evaluated to determine its effectiveness as a vehicle for improving the managerial and supervisory skill levels of employees in existing enterprises. Data were collected from the following sources: review of all program-monitoring documents education lesson plans developed by teams of high school teachers in Virginia. Six of the lesson plans were developed through collaborations of vocational and academic teachers. The other four, developed by teams of academic teachers, have strong vocational applications. The lesson plans cover the following topics: (1) writing a letter of request; (2) translating by computer; (3) using a bank account; (4) comparing fine arts and technical drawing; (5) constructing a career plan; (6) exploring world trade; (7) converting energy; (8) determining density; (9) comparing blood cells; and (10) fighting alcohol abuse. Each one- or two-page lesson plan consists of a note on the integrated discipline, an objective, a vocational application, materials needed, activities, and evaluation of student performance. (KC)

ED 397 241 CE 072 034

Neumark, David
The Effects of Minimum Wages on Teenage Employment, Enrollment, and Idleness.
PUB DATE- Aug 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Education Work Relationship; Employment Patterns; *Enrollment; Higher Education; High Schools; *Minimum Wage; *Student Employment; *Unemployment; Vocational Education; *Vocational Followup; Wages; *Youth Employment
IDENTIFIERS- National Longitudinal Survey (Youth Cohort)

A study described the effects of minimum wages on teenagers by using individual-level panel data on school and work transitions of teenagers. Panel data from 1979-92 measuring transitions among alternative employment and enrollment activities of teenagers were obtained from matched Current Population Surveys data sets. Findings indicated that higher minimum wages had significant negative effects on the employment prospects of less skilled teens. In addition, increases in the minimum wage were associated with an earlier age for leaving school. These employment changes were not evenly distributed across all youth, but were concentrated among those youths with the worst employment prospects. Younger idle youths (ages 16-17) had an almost 6 percentage point increase in their changes of continued idleness compared to older idle youths (ages 18-19). The effect of higher minimum wages was even stronger for minority youths. If they were idle before the minimum wage was raised, they would have a higher probability of continuing to be idle. The relationship between a teen worker's wage and the new minimum markedly affected the employment outcome. Teens employed with wages below the new minimum showed a higher probability of becoming unemployed. (Appendixes include previous research on substitution hypothesis, the data set, the econometric framework and estimation, additional evidence on queuing, information on the robustness of the results, and a list of 32 references.) (YLB)

ED 397 242 CE 072 037

Fallick, Bruce; Currie, Janet
The Minimum Wage and the Employment of Teenagers. Recent Research.
PUB DATE- Jun 93
NOTE- 18p.
LANGUAGE- English

effective workers. First, 12 activities designed to prepare secondary school leavers for clerical/administrative jobs were identified through a literature review and a pilot study of 468 final-year secondary school students in Queensland, Australia. The relative effectiveness of those activities was examined through interviews of 4 groups of individuals: 21 grade 12 school leavers; 12 new recruits in clerical positions who had just completed grade 12; 14 individuals who had been in the clerical work force for 12 months; and 11 supervisors. The interviewees were asked to rate the activities in terms of helpfulness in preparing school leavers to perform clerical jobs. Follow-up clarification interviews and case studies of eight selected members of the four groups were also conducted. It was concluded that, although the education system must introduce specific work preparation activities, much of school leavers' success in the work force depends on their own basic skills, such as self-initiative and self-discipline. A combination of basic skills preparation before work force entry and on-the-job training was determined to be the critical factor in making a successful transition from school leaver to effective worker. (Contains 74 references.) (MN)

ED 397 260 CE 072 094

Simons, Michele; And Others
Pathways to Marriage: Learning for Married Life in Australia.
PUB DATE- 94
NOTE- 191p.; For a related document, see CE 072 095.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Education; Adult Programs; Attitude Change; Change Strategies; Church Programs; Counseling Services; Demography; *Educational Attitudes; Educational Benefits; *Enrollment Influences; Family Counseling; *Family Life Education; Foreign Countries; National Surveys; Participant Characteristics; *Participant Satisfaction; Participation; Program Effectiveness; Questionnaires; Role of Education; Tables (Data)
IDENTIFIERS- *Australia; *Marriage Education; Premarital Counseling

In 1993-94, a random sample of 547 individuals authorized to perform marriages in Australia (marriage celebrants) and 560 couples from across Australia who had married in 1993 were surveyed regarding their views of premarriage education (PME) and the factors enhancing/inhibiting participation in PME programs (PMEPs). Of the marriage celebrants, 313 (57%) were religious. The survey established that PME means different things to different people. Religious celebrants were more likely to refer couples to PMEPs than nonreligious celebrants were. Only 14% of religious celebrants (versus 47% of civil marriage celebrants) believed that encouraging participation in PME was outside their role. The following factors were identified as the biggest barriers to participation in PME: lack of interest; time constraints; lack of family encouragement; lack of program relevance; and previous marriage. Nonparticipants had three reservations about current programs: purported religious nature and intrusiveness, confusion over the difference between counseling and education, and their value for divorcees who are remarrying. Dispositional factors (personal beliefs and attitudes about oneself, couplehood, and marriage) were the most significant reasons for nonparticipation. (Appended are the questionnaires, statistics skills for the 21st century and student competency profile. (YLB)

ED 397 278 CE 072 163

Mississippi Curriculum Framework for Agriscience (Program CIP: 02.0101--Agriculture Science). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 136p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agricultural Education; *Agricultural Engineering; *Agriculture; *Agronomy; Animal Husbandry; Behavioral Objectives; Biotechnology; Classroom Techniques; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Entomology; Environmental Education; Leadership; Natural Resources; Secondary Education; Soil Science; State Curriculum Guides; Statewide Planning; Student Evaluation; Supervised Occupational Experience (Agriculture); Vocational Education
IDENTIFIERS- *Agricultural Sciences; Future Farmers of America; Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for agriscience I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in Agriscience I are: introduction, application of the scientific method, human relations/leadership/Future Farmers of America activities, developing a supervised agricultural experience (SAE) program, agricultural information systems, animal science, mechanical science, principles of fiber science, plant science, soil science, natural resources, entomology, biotechnology, and opportunities in agriscience. Units in agriscience II are communication skills, SAE in agriscience, advanced biotechnology, food science, advanced plant science, advanced soil science, environmental science, aquaculture, and advanced animal science. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 279 CE 072 164

Mississippi Curriculum Framework for Agriculture Business and Management (Program CIP: 01.0101--Agriculture Business & Mgmt., Gen.). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 99p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

VI; and related academic courses in anatomy and physiology I and II. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 295 CE 072 180

Mississippi Curriculum Framework for Ophthalmic Technology (Program CIP: 51.1801--Opticianry/Dispensing Optician). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 71p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Ophthalmology; *Optics; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; Vision
IDENTIFIERS- Mississippi; *Optometric Technicians

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the ophthalmic technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: ophthalmic optics I; optics laboratory techniques (OLT) I; laboratory management and inventory control (LMIC) I; ophthalmic optics II; OLT II; LMIC II; ophthalmic dispensing I-II; optical theory and instrumentation; dispensing clinic I; ophthalmic dispensing II; dispensing clinic II; externship; related vocational-technical courses--related studies, fundamentals of microcomputer applications; entrepreneurship; and related academic courses--principles of accounting I, accounting practice case, college algebra, general psychology I, English composition I-II, oral communications, and introduction to computer concepts. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 296 CE 072 181

Mississippi Curriculum Framework for Physical Therapist Assistant (CIP: 51.0806--Physical Therapy Assistant). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 79p.; For related documents, see CE 072 162-231.
LANGUAGE- English

DESCRIPTORS- Academic Education; Aerospace Industry; Agricultural Occupations; Behavioral Objectives; Biomedicine; Career Exploration; Classroom Techniques; Communications; Communications Satellites; Competence; *Competency Based Education; Computer Assisted Design; Computer Assisted Manufacturing; Computer Graphics; Electromechanical Technology; *Emerging Occupations; Employment Qualifications; Engineering Technology; Environmental Technicians; Grade 9; Junior High Schools; Lasers; Learning Modules; Manufacturing Industry; Occupational Clusters; Robotics; State Curriculum Guides; Statewide Planning; Student Evaluation; *Technological Advancement; *Technology Education
IDENTIFIERS- Mississippi

This document, which is intended for technology educators in Mississippi, outlines a technology discovery course in which a modular instruction approach allows ninth graders to experience various workplace technologies within four career cluster areas: agriculture/natural resources technology, business/marketing technology, health/human services technology, and engineering/industrial technology. Presented first are a course description, list of course goals, and course outline. The remainder of the guide is divided into two sections. Section I, which is the actual curriculum framework, lists suggested behavioral objectives to enable students to master the 30 competencies addressed in the course. Section II consists of outlines for 16 units on the following topics: course overview; introduction to technology; aerospace, audio/video communications, biomedical, computer-aided design and drafting, computer imaging, electrical, engineering structures, environmental, laser, manufacturing management, production/processing, robotics, satellite communications technologies, and emerging technologies. Each unit outline contains suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. A student competency profile is appended. (MN)

ED 397 313 CE 072 198

Mississippi Curriculum Framework for Automotive Body Repair (Program CIP: 47.0603--Auto/Automotive Body Repairer). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 85p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Body Repairers; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Equipment; Hand Tools; Leadership; Motor Vehicles; Painting (Industrial Arts); Repair; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Welding
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for automotive body repair I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both administration of preschool programs. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profile. (YLB)

ED 397 330 CE 072 215

Mississippi Curriculum Framework for Family and Consumer Sciences and Related Technology (Enrichment) (CIP: 20.0101--Comprehensive Consumer & Homemkg. Ed.). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 125p.; For related documents, see CE U72 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Child Caregivers; *Child Development; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; *Family Health; *Family Life Education; Food; *Home Economics; Home Economics Skills; Leadership; Nutrition; *Parenthood Education; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for family and consumer sciences and related technology (enrichment). Presented first are program descriptions and course outlines for four courses: child development, family and individual health, family living and parenthood, and foods and nutrition. Section I contains curriculum frameworks for the courses, and section II contains outlines of the instructional units required in each course. Child development consists of five units: preparing for parenthood, child growth and development, guiding behavior, children with special challenges, and career opportunities. Family and individual health has 10 units: personal health, mental health, social health, human growth and development, disease prevention and control, nutrition and fitness, substance abuse prevention, community and environmental health, safety and first aid, and consumer health. Family living and parenthood consists of four units: lifestyles, understanding marriage, family health and welfare, and consumer economics. Foods and nutrition has five units: food and nutrition science, safety and sanitation, consumer information and food preparation, social and multicultural protocol, and careers. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for the four courses. (YLB)

ED 397 331 CE 072 216

adjustment. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 346 CE 072 231

Mississippi Curriculum Framework for Marketing Management Technology (Program CIP: 52.1401--Business Mkt. & Mkt. Mgmt.). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 55p.; For related documents, see CE 072 162-230.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Advertising; Behavioral Objectives; *Business Education; Community Colleges; Competence; *Competency Based Education; *Core Curriculum; Decision Making; Economics; Entrepreneurship; Legal Responsibility; *Managerial Occupations; *Marketing; Mathematics Skills; Merchandising; Personnel Management; Salesmanship; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the state's marketing management technology program. Presented in the introduction are a program description and suggested course sequence. Section I lists baseline competencies for the marketing management technology program, and section II consists of course outlines for each of the following courses: marketing management technology courses (marketing I-II; salesmanship; merchandising math; advertising; marketing seminar I-IV; management; retail management; human resource management; marketing management decision making; entrepreneurship; and work-based learning) and related academic courses (the legal environment of business I, principles of economics (macroeconomics), and principles of economics (microeconomics). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the marketing management technology program. (MN)

ED 397 347 CG 027 002

Garner, Sheri Y.
Self-Esteem of Elementary and Middle School Children.
PUB DATE- 25 Jul 95
NOTE- 76p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; Elementary School Students; Family Structure; *Grade 4; *Grade 7; Intermediate Grades;

design controlled studies for ongoing dynamic relationships. Consequently, the methodological issues regarding definitions, sampling, and procedures are addressed. The empirical literature is divided into surveys and studies. The survey respondents were therapists who were questioned regarding their beliefs, attitudes, and behaviors in the use of nonerotic touch in therapy. The studies used either college or hospital samples. Studies utilizing touch conditions with subjects attempted to measure the effect of touch on the clients. It was found that available research is not adequate to provide specific guidelines in this area. In addition, training programs often provide little guidance and discussion regarding the issue of touch in therapy. It is recommended that nonerotic touch in therapy be discussed in the supervisory component of therapist training. Further research is recommended. Contains 43 references. (Author/JBJ)

ED 397 367 CG 027 224

Howard, Jonathan K.
Factors of Group Psychotherapy for Adult Alcoholics: A Literature Review.
PUB DATE- May 96
NOTE- 82p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; Alcohol Abuse; *Alcoholism; *Group Counseling; *Group Therapy; Literature Reviews; *Psychotherapy

Research on therapeutic factors of group psychotherapy for adult alcoholics is reviewed. The research in this area has focused on determining whether or not group psychotherapy is an effective treatment modality for alcoholics. This review examines therapeutic factors in three phases of treatment: (1) preadmission, (2) primary intervention, and (3) aftercare. Treatment matching, orientation groups, and interactional group psychotherapy are the main factors examined. A special population, patients' attribution of change, advice or extended treatment, and patients' personal construct changes are also examined. The research suggests that treatment outcome is affected by the type of intervention employed during all phases of treatment, and that treatment matching, orientation groups, and transition groups all appear to improve treatment outcome. Treatment for alcoholism appears to be moving away from the use of similar interventions with all alcoholic patients toward patient-treatment matching. Further study of treatment matching is recommended to enable providers to maximize treatment efficacy. Contains 71 references. (Author/JBJ)

ED 397 368 CG 027 225

Cote, Raymond L.
George Kelly: The Theory of Personal Constructs and His Contributions to Personality Theory.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Theories; *Counseling Techniques; Foreign Countries; Personality; *Personality Theories; Psychology

juvenile justice, and the schools have gradually moved away from the United States' punitive roots. Contains 85 references. (RJM)

ED 397 387   CS 012 501

Gambrell, Linda B., Ed.; Almasi, Janice F., Ed.
Lively Discussions! Fostering Engaged Reading.
PUB DATE- 96
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Classroom Techniques; Cooperative Learning; *Discussion (Teaching Technique); Elementary Education; Evaluation Methods; Reader Text Relationship; Reading Aloud to Others; Reading Comprehension; *Teacher Role
IDENTIFIERS- *Engaged Style; Reading Uses; *Response to Literature

Offering practical, classroom-based strategies teachers can use to promote literacy development, this book presents many examples of children engaging in discussion activities about narrative and informational text that emphasize collaborating, constructing meaning, and using these different types of texts to arrive at new understandings. Chapters in the book are: (1) "A New View of Discussion" (Janice F. Almasi); (2) "What Research Reveals about Discussion" (Linda B. Gambrell); (3) "Discussion in Multilingual, Multicultural Classrooms" (Alfredo Schifini); (4) "Storytime Plus Dialogue Equals Interactive Read Alouds" (Shelby J. Barrentine); (5) "'But Bonsai Trees Don't Grow in Baskets': Young Children's Talk during Authentic Inquiries" (David Wray and Maureen Lewis); (6) "Trusting Students' Questions about Literature: Stories across Contexts" (Michelle Commeyras and others); (7) "Idea Circles: Peer Collaborations for Conceptual Learning" (John T. Guthrie and Ann D. McCann); (8) "Promoting Inquiry-Oriented Discussions Using Multiple Texts" (Douglas K. Hartman and Jeanette Allison); (9) "Text Talk: Using Discussion to Promote Comprehension of Informational Texts" (Susan Anders Mazzoni and Linda B. Gambrell); (10) "Transforming Grand Conversations into Grand Creations: Using Different Types of Text to Influence Student Discussion" (Dorothy J. Leal); (11) "Pathways to Meaning Making: Fostering Intertextuality in the Classroom" (Trevor H. Cairney); (12) "Creating a Response-Centered Curriculum with Literature Discussion Groups" (Mary Ellen Vogt); (13) "Response-Centered Talk: Windows on Children's Thinking" (Lea M. McGee); (14) "Planning, Initiating, and Sustaining Literature Discussion Groups: The Teacher's Role" (B. Joyce Wiencek); (15) "Guiding Student-Led Discussion Groups" (Susan I. McMahon); (16) "Discussion: Assessing What Was Said and What Was Done" (Jane Brady Matanzo); (17) "Story Retelling: A Discussion Strategy to Develop and Assess Comprehension" (Lesley Mandel Morrow); and (18) "Discussions That Focus on Strategies and Self-Assessment" (Barbara J. Walker). Each chapter contains references. A subject index and author index are included. (RS)

ED 397 388   CS 012 503

Watson, Dorothy; Wilde, Sandra, Ed.
Making a Difference: Selected Writings of Dorothy Watson.
PUB DATE- 96
NOTE- 310p.
LANGUAGE- English

student centered because she is so directive and talkative. These differences, however, might not be indicative of a rejection of process theory and the goals of a student-centered approach. Rather, these approaches can be seen as logical extensions of the teachers' personalities and identities and their reflections on student needs. (TB)

ED 397 407 CS 215 317

Hindman, Jane E.; And Others
(In)Visible Step Sisters: Stories of Women Teaching Composition.
PUB DATE- Nov 95
NOTE- 38p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; *Feminism; Higher Education; Personal Narratives; Sex Bias; Student Needs; *Teacher Role; *Teacher Student Relationship; Teaching Styles; *Writing Instruction
IDENTIFIERS- *Teaching Perspectives

In separate but overlapping narratives, 3 women composition teachers ponder some of the challenges female instructors face in defining their role for themselves and the students they teach. Students and women instructors both experience considerable confusion over what role the woman instructor fills; both parties view her too often not only as a teacher but as a mother too. Teachers, meanwhile, too often find themselves accepting these extra, motherly responsibilities. They feel too much for their students and assume too much responsibility for the quality of their work. This confusion suggests how important it is for women teachers to invent new roles for themselves, roles that are appropriate to them, specifically as women. Could women instructors think of themselves as midwives, people who assist others but can only, by definition of their role, do so much, people who cannot be blamed for failures? Perhaps, but midwives are not widely respected in Western culture and, being women, are not adequately paid for their work. Still, the effort to generate an alternative model is worthwhile. Some recent directions in writing classroom pedagogy present additional, though related, difficulties for women. A male, assuming the position of the student-centered teacher, deliberately relinquishes authority and earns student respect for this move, but when a women assumes the same position, she is giving nothing up, only doing what is expected to her: to be silent. (TB)

ED 397 408 CS 215 323

Vande Kopple, William J.
Rhetorical or Functional Grammar and the Teaching of Composition.
PUB DATE- 27 Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Context Effect; *Grammar; Higher Education; *Language Usage; *Linguistics; Writing (Composition); *Writing

Experimental Approaches to Evaluating Writing. Study 2: "Just Say No to Drugs" and Other Unwelcome Advice: Exploring the Creation and Interpretation of Drug Education Literature. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 56p.; For study 1, see CS 215 365.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Audience Analysis; *Audience Awareness; *Audience Response; *Drug Abuse; *Drug Education; Health Education; Higher Education; Media Research; *Persuasive Discourse; Secondary Education; Writing Research
IDENTIFIERS- Discourse Communities; *Message Responses; Ohio (East); Pennsylvania (West); West Virginia

A study explored how teenage audiences interpreted brochures intended to discourage them from taking drugs, and more broadly, how readers respond to the visual and verbal messages presented through brochures that aim to inform and persuade. Over 100 brochures and handouts from national and local drug prevention agencies were collected. A subset of brochures intended for a junior high school, high school, or a college audience were selected. A total of 297 students from western Pennsylvania, West Virginia, and eastern Ohio, ranging in age from 11 to 21 years took part in focus groups, surveys, and one-on-one interviews, or provided think-aloud reading protocols. Five document designers were interviewed about their work, about their process in designing documents, about who made decisions regarding the final content, and about who had control over the final text. Results indicated that drug education literature as currently designed is not working very well for teenagers--the problem is related to the "simplistic 'just say no'" rhetorical stance of the drug prevention agencies and to what teenagers view as a condescending attitude toward them. Document designers placed too much faith in the adequacy of intuition-driven audience analysis. Teenagers' comments indicated a significant gap between the readers document designers imagined and the real audience. The drug education literature seemed to present an ethos that showed "someone had noticed the problem" rather than "someone was doing something about it." (Contains 24 notes, 36 references, 7 tables, and 1 figure of data.) (RS)

ED 397 426 CS 215 384

Matzen, Richard N., Jr.
Composition Theory as Metaphor: For Our Eyes Only?
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Emergent Literacy; English (Second Language); Learning Processes; *Metaphors; Rhetoric; Romanticism; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Strategies; *Writing Teachers
IDENTIFIERS- *Composition Theory; Educational Issues; Historical Background; Metaphorical Thought

Teachers know that these metaphors affect the teaching of composition: the banking concept of knowledge, student range hopefulness scores. Whereas 38% of those students with lower-range hopefulness scores showed writing improvement, 58% of the students with higher-range hopefulness scores demonstrated increased ability in their writing performance. Although these results are not statistically significant, they are in a predicted direction. In other words, students with higher hopefulness scores are likely to show improved writing ability. These results may warrant further research even though they are not conclusive in themselves. (Contains four tables of data.) (TB)

ED 397 445 CS 215 418

Walsh, S. M.
Toward Curriculum Development and Implementation: How Can Classical Concepts of an Educational Theorist Be Translated into a Specific Curriculum for a Course in Writing "for Business and the Professions?"
PUB DATE- 21 Mar 96
NOTE- 8p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Boston, MA, March 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Correspondence; Business Education; Business English; *Course Descriptions; Course Objectives; *Curriculum Development; Expository Writing; Higher Education; *Technical Writing; *Writing Instruction
IDENTIFIERS- State University of New York Coll at Oneonta; *Tyler (Ralph W)

This paper focuses first on the educator, Ralph W. Tyler, who serves as a model and ideal for curriculum development and implementation. The paper states that in 1949, Tyler, in creating a syllabus, created a small book of 128 pages, and in so doing, he set a benchmark in the field of education. The paper then provides an extended syllabus for a course on writing for business and the professions at the State University of New York, College at Oneonta. The paper notes that the major goal of COM 240 is the development of fundamental managerial problem-solving and decision-making abilities as these abilities pertain to effective business and professional writing. The syllabus featured in the paper outlines the course aims; what the student will be able to do after completing the course; the standards of effective business communication; and the subject matter of the course. As outlined in the paper, under types of business messages, for instance, the syllabus lists specific forms: routine, unpleasant or negative, selling a product, credit and collections, goodwill, memorandums, press releases, minutes of a meeting, etc. Contains 13 references. (TB)

ED 397 446 CS 215 420

Fiedler, Leslie
Fiedler on the Roof: Essays on Literature and Jewish Identity.
PUB DATE- 91
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

for school reform called Success Oriented Schools (SOS). Chapter 1 introduces the premise that schools will begin to educate all students when they strengthen wholesome student attitudes and modify forces that create negative attitudes. Chapter 2 states the working frames of reference for SOS policies and procedures. Chapter 3 offers guidelines for establishing and tailoring the SOS curriculum. The fourth chapter argues that students must be specially grouped for some learning experiences and mainstreamed for others. It discusses strategies for tailoring appropriate curricula and methods to students' needs. Chapters 5 through 9 articulate the roles of SOS teachers, principals, superintendents, parents, and young people. Sociocultural factors and negative social mores that impede the development of successful students are discussed in the final chapter. A glossary and appendices containing summaries of attitude-behavior profiles are included. (Contains 27 references.) (LMI)

ED 397 465 EA 027 628

Drakenberg, Margareth
Compulsory School Development in Sweden: A Three-Dimensional View. Research Bulletin 91.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; Metaphors; *National Curriculum; Policy Formation
IDENTIFIERS- *Sweden

Most studies of school development have taken a one-dimensional point of view. This booklet presents findings of a study that used triangulated methods to measure compulsory school development in Sweden. It compares curriculum texts, the effects of curriculum change, and the metaphors used in the curriculum policies. The first part describes the four curriculum policies that were implemented in 1962, 1969, 1980, and 1994. The second part describes the effects of the national curriculum changes as documented in research reports from sociology, education, political science, and others. The third part examines the dominant metaphors in the four national changes in curriculum. Analysis of the curriculum texts demonstrates that Sweden has undergone a continuously changing reform program since the 1960s. The changes were motivated by a desire to comprehensively restructure education, thereby providing social justice, equal opportunity, and national efficiency. Although the reforms were consolidated and created developmental changes, the effects of curriculum change depict a view of Swedish curricula policies as noble but flawed. New curricula results in few, if any, changes in the schools. Analysis of curricula metaphors (growth, efficiency, fostering, society, collaboration, and balance) confirmed the Swedish school as a rather unchangeable institution. It is argued that the four curriculum changes were only first-order changes--those that improved efficiency without altering basic organizational features or individual roles. Five tables and three figures are included. (Contains 88 references.) (LMI)

ED 397 466 EA 027 634

Snyder, Jon; And Others

DESCRIPTORS- Budgets; *Economic Development; Economic Factors; Economic Impact; Foreign Countries; *Foreign Policy; Human Resources; International Cooperation; *International Programs; *International Relations; Regression (Statistics); *Resource Allocation

IDENTIFIERS- *Japan; *United States

Official Development Assistance (ODA) is an increasingly important part of foreign aid budgets. Countries that offer foreign aid to other nations do so for many, often contradictory reasons that range from national security and economic self-interest to humanitarian concerns. Every donor state uses ODA as an instrument of its foreign policy. This paper describes findings of a study that examined the relationship between Japan's and the United States' officially stated foreign-aid objectives and the trainees who participate in the two countries' programs. The study analyzed the links between aid flows and policy positions by determining the correlation between numbers of participating trainees by recipient country and three possible donor policy indicators. The data indicate that neither the Japanese nor the United States' participant-training practices match their official foreign policy objectives. Despite changes in policy to emphasize humanitarian interests, Japan offers trainee opportunities to its trading partners significantly more often than to other developing countries. Neither of the agencies that administer training programs in Japan reflect humanitarian policy objectives. The United States adheres to a humanitarian policy as part of its development-assistance statements; however, the data show that the United States trains more people from countries with large gross national products (GNPs) per capita than from countries with smaller GNPs. Additionally, the participant-trainee programs do not reflect the United States' stated foreign-policy objective of promoting economic interests. Six tables are included. (Contains 11 references.) (LMI)

ED 397 484 EA 027 719

Kuroda, Kazuo

Allocating Resources to Academic or Vocational Secondary Education for Economic Development? Empirical Evidence for Priorities of Investment in Education.

PUB DATE- Oct 95

NOTE- 16p.; Paper presented at the North-East/Mid-West Regional Conference of the Comparative and International Education Society (Buffalo, NY, October 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Correlation; *Cross Cultural Studies; *Developing Nations; *Economic Development; *Expenditures; Public Education; Regression (Statistics); *Resource Allocation; Secondary Education; Vocational Education

Education is a key for the economic growth and social development of developing countries. This paper presents findings of a study that analyzed how scarce resources should be allocated to the two types of secondary education--academic and vocational. Methodology involved correlation and regression analysis of World Bank data on the Gross National Products (GNPs) of over 100 countries and of educational expenditure variables from the UNESCO Statistical Yearbook, 1982. Findings indicate that the allocation of more inputs to academic education (in the form of expenditures, teaching staff, and pupils) had a positive effect officers, and employees; contractual liability of local school boards; teacher certification and contracts for employment; teacher employment issues; teacher dismissal and retirement; student rights and regulations; and school desegregation. The book also contains selections from the U.S. Constitution and various education law statutes, a glossary, a table of cases, a table of code sections, a cross-reference chart, and an index. (LMI)

ED 397 500 EA 027 736

Lee, Jaekyung
State and Local Policy Choices and Fiscal Effort for Education: Exploratory Analysis of the Distributive Effects of State Education Reform.
PUB DATE- Mar 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Salt Lake City, UT, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Expenditures; Policy Formation; Public Education; Racial Composition; *Resource Allocation; State Action; State Legislation; *Tax Effort

Given state activism in education reform during the 1980s, a major concern in the development of education policy is whether reform states have increased their financial support for education in order to achieve desired objectives. This paper describes findings of a study that explored the distributive nature of state and local policy choices in education through comparative analyses of their long-term fiscal effort for three distinctive public services--welfare, highways, and police. The study built upon the unitary model of taxation and expenditure policies. The findings imply that policy shifts may have led to changes in educational expenditure patterns. Providing the general structures of state-level distributive effects, multilevel analyses suggest that the first wave of state reform affected not only fiscal effort for education but also distributive tendencies in education expenditures. While state reform appeared to increase the level of resources allocated to public education versus other social services, the distributive effects of state education reform tend to vary among states with different racial compositions. Redistributive tendencies in education expenditures tend to be accompanied by a low level of fiscal effort for education. In addition, developmental versus redistributive tendencies in education expenditures tend to be highly conflicting. One figure, 5 tables, and 13 endnotes are included. (Contains 36 references.) (LMI)

ED 397 501 EA 027 737

Jones, Kyle I.; Gilman, David
Student to Teacher Ratios, Expenditures Per Student, and Mean Scholastic Aptitude Test Scores for the United States.
PUB DATE- 9 Jul 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; College Entrance

School districts nationwide are experimenting with a range of reform options, one of which is private management of public schools. This General Accounting Office (GAO) report describes the early experiences of four school districts that contracted with private companies for management of their public schools. Specifically, the report describes: (1) what the private companies and school districts were required to do under the contracts; (2) what happened in the school districts as the contracts were being implemented; and (3) the impact of private-management efforts on students. The GAO visited the four school districts--Baltimore City Public School District (Baltimore, Maryland); Dade County Public Schools (Dade County, Florida); Hartford School District (Hartford, Connecticut); and Minneapolis School District (Minneapolis, Minnesota)--that had contracts with private, for-profit companies in school year 1994-95. The private companies were Education Alternatives, Inc. (EAI), and Public Strategies Group (PSG). GAO also reviewed the contracts and the reported school operating expenses and analyzed student-outcome data. The study found that responsibility and authority varied under the different contracts and that school districts' experiences in implementing private management differed. In Dade County and Minneapolis, officials reported that attendance rates improved. In Baltimore and Dade County, students received individualized instruction. In general, students had greater access to computers and attended better maintained schools. Despite the positive impacts, however, scores on standardized tests did not substantially improve in Baltimore, Dade County, and Minneapolis. Student outcomes were not yet available for Hartford. The GAO made no recommendations regarding the privatization of education. Four figures and 12 tables are included. Appendices contain methodological notes; statistical data; and comments from the four school districts, EAI, and PSG. Acknowledgments and a list of GAO contacts are included. (LMI)

ED 397 519 EA 027 769

Stacey, Ralph D.
Complexity and Creativity in Organizations.
PUB DATE- 96
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Innovation; Management Development; Models; *Organizational Change; *Organizational Development; *Organizational Theories; Social Control; Social Psychology; *Systems Analysis; Theory Practice Relationship

Traditional organizational theory mandates that organizations predict and stay in control in order to avoid chaos. This book proposes that members of organizations work at developing a new frame of reference for understanding organizational life. The book combines insights from the new science of complexity with insights from psychoanalysis and argues that repressing the anxiety caused by the unstable, ever-changing nature of today's business world also represses the creative impulses--the "spaces for novelty"--that allow members of a work force to produce their best work. Using the science of complexity as a starting point, the book studies the fundamental properties of nonlinear-feedback networks, particularly those of complex, adaptive networks. Part 1 describes how an organization is a complex adaptive system, and part 2 explores the science of

Education reform is an ongoing process that requires a major commitment over a long period of time. This volume, the second in a series of three, presents case-study findings of a 4-year research project on curriculum reform, with a focus on science education, mathematics education, and higher order thinking across the disciplines. The study, the Curriculum Reform Project, explored the nature of various reforms, the barriers to reform, and the means by which schools met challenges and achieved positive change. The volume contains the full report of nine case studies of middle and senior high schools engaged in educational reform--three in science, three in mathematics, and three in higher order thinking across the curriculum. Each school profile describes the site context, data collection, details of the reform curriculum in practice (implementation, student learning goals, course content, teacher and student roles, and issues of assessment), and the context of change. Each profile also includes references. (LMI)

ED 397 537 EA 027 933

Anderson, Ronald D.
Study of Curriculum Reform. Volume III: Technical Appendix--Research Design and Methodology. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Aug 95
NOTE- 22p.; For Volumes I-III of this particular study, see EA 027 931-933. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Development; Data Analysis; Data Collection; *Educational Change; Educational Innovation; Learning Strategies; Middle Schools; Outcomes of Education; *Resistance to Change; *School Restructuring; Secondary Education; Teaching Methods
IDENTIFIERS- *Studies of Education Reform (OERI)

Significant change in curriculum also affects other facets of schooling, including teaching, learning, and the school culture. The Curriculum Reform Project explored the nature of various curricular reforms, the barriers to reform, and the means by which selected schools met challenges and achieved positive change. The 4-year research project focused on science education, mathematics education, and higher order thinking across the disciplines. This volume, the last in a series of three, describes the study's research design and methodology, including sample selection, data collection, and data analysis. Methodology entailed nine case studies of middle and senior high schools engaged in educational reform--three in science education, three in mathematics, and three in higher order thinking across the curriculum. Individual school sites were selected on the basis of five criteria: a focus on enabling all students to learn to think, a constructivist approach to learning, a "less-is-more" perspective on curriculum, the integration of knowledge across disciplines, and the concept of students as active learners. Data were primarily gathered through classroom observations; interviews with students, teachers, administrators, and other key personnel; and school-site documents. Two tables are included and references accompany each school profile. (LMI)

ED 397 538 EA 027 934

education communities. This volume, the third in a series of four, describes the study's research design and methodology. The study's research design consisted of a framework that outlines the relationships among the many contexts within which school-to-work programs and systems operate, the design and implementation of these reforms, and the outcomes produced for organizations and students. Case-study data, collected during site visits to each of the 14 programs in 1993 or 1994, were obtained through individual interviews with many different stakeholders; focus group discussions; observation of classrooms, meetings, and work sites; and document analysis. (LMI)

ED 397 553 EA 027 949

Goertz, Margaret E.; And Others
Systemic Reform. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 187p.; For Volumes I-III of this particular study, see EA 027 949-951. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Classroom Techniques; *Educational Change; Educational Policy; Elementary Education; Instructional Improvement; *Instructional Innovation; Junior High Schools; Mathematics Instruction; Middle Schools; Organizational Change; *Organizational Development; Reading Instruction; *School Restructuring; State School District Relationship; Teacher Effectiveness; Writing Instruction
IDENTIFIERS- *Studies of Education Reform (OERI)

A systemic approach to education reform emerged in the 1990s as one way of addressing policy fragmentation. This volume presents findings of a study that sought to: expand knowledge of state approaches to systemic education reform; examine district, school, and teacher responses to state reform policies in a small number of reforming schools and school districts; identify challenges at the state, district, school, and classroom levels to reforming education; examine the capacity of the educational system to support education reform; and provide guidance to policymakers at all levels of the education system as they design and implement education reform policies. During the first year of study, researchers conducted a review of literature on systemic reform, commissioned four papers, and held a national conference. The second stage involved intensive case studies of 12 reforming schools located in 6 reforming school districts in 3 states undergoing systemic reform--California, Michigan, and Vermont. The case studies targeted mathematics, reading, and writing instruction in grades 4-8. Stage three involved preparing state-level case studies and conducting cross-site analyses. Findings indicate that: (1) coherence among the elements of state education policy seems to facilitate reform in districts and schools; (2) communication about the reform agenda cannot be accomplished from the center only; (3) it takes time for educators to learn new content and approaches and for institutions to change; (4) the goals of reform may need to strike a balance between current and desired practice; (5) deliberate, consistent, and pervasive strategies to ensure equity are necessary; (6) capacity building must take into account organizational and

Congress in legislative areas of importance to children with serious emotional disturbances. Emphasis is on the obstacles now facing advocates and policymakers concerned with these children. An executive summary identifies program changes in child mental health services programs, Medicaid, children's Supplementary Security Income (SSI), child welfare, education, and mental health parity. The body of the report begins with a discussion of the future of CASSP (Child & Adolescent Service System Program) and other child mental health programs. It discusses the reauthorization and appropriations for the Substance Abuse and Mental Health Services Administration programs, noting implications, especially for fiscal year 1997, of the block grant approach and the decreasing commitment of the federal government to mental health services. A section on entitlement programs compares alternatives proposed by President Clinton, Congressional Republicans, the National Governors' Association, the House Coalition (conservative democrats) and the Senate Centrist Coalition (bipartisan moderates). The following sections address proposed or implemented changes and their implications in the children's SSI program, child welfare, education, and mental health parity. A concluding section offers examples of the combined impact of the proposed changes, to illustrate how difficult the situation could become for children with emotional disturbances, while noting that the inability of the Congress to enact most of these plans has temporarily preserved essential services. (DB)

ED 397 571 EC 304 899

Inclusion: What Does It Mean for Students with Learning Disabilities?
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; Educational Philosophy; Educational Policy; Educational Practices; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Individual Differences; *Individualized Education Programs; *Learning Disabilities; Mainstreaming; *Student Placement

This brochure summarizes law, policy, and practice concerning inclusion policies for students with specific learning disabilities (LD). It summarizes requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act concerning the availability of a continuum of placement options and placement in the least restrictive environment. It notes that mainstreaming and inclusion are not specifically mentioned in federal statutes or regulations. Model policies are suggested which emphasize the Individualized Education Program and provision of services to meet individual student needs. Implications for practice are mentioned, including the necessity of providing appropriate consultation, support, and/or direct services to LD children placed in general education classrooms. The philosophy of "full inclusion" is briefly explained. Research findings are summarized, noting that more than 80 percent of students with LD are in general education classrooms though there is no validated body of research to support large scale adoption of full inclusion as the only service delivery model for all students with LD. Finally, the brochure stresses the commitment of the Division for Learning Disabilities of the Council for framework for the project is discussed. A complete description of the model, replication sites, dissemination activities, and training activities is provided. The methodological/logistical problems that were faced and how they were solved are reviewed. The evaluation findings of the project are presented, and data from a validation study are included (1991-92, n=52 children; 1992-93, n=81 children; 1993-94, n=34 children). The project's impact is noted and future activities are discussed. Appendices include: sample newsletters, a family resource notebook, the INSITE Model overview, tables of contents of a family resource notebook and two volumes on the INSITE Program, a sample agenda of an INSITE workshop, an INSITE training format overview, and detailed INSITE data reports. (Contains 19 references.) (CR)

ED 397 588 EC 304 917

Walker, Sylvia; And Others
An Examination of the Impact of Federally Supported Community Services and Educational Systems on Underserved People with Disabilities from Diverse Cultural Populations.
SPONS. AGENCY- National Council on Disability, Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 67p.; This report is a follow-up report to ED 357 526.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); Cultural Differences; *Delivery Systems; *Disabilities; Ethnic Bias; Federal Legislation; Federal Programs; Housing Needs; *Human Services; *Minority Groups; Participant Satisfaction; Program Effectiveness; *Race; Racial Attitudes; Social Discrimination; Surveys; Transportation
IDENTIFIERS- Americans with Disabilities Act 1990; Rehabilitation Act 1973

This study reviewed the literature on and conducted three national surveys concerning delivery of services to people with disabilities from minority backgrounds. The Americans with Disabilities Act and the Rehabilitation Act of 1973 are reviewed, with a focus on initiatives to serve persons with disabilities from diverse backgrounds. A review of relevant statistics regarding different racial groups is included. Information is provided on the status of: African Americans with disabilities; Hispanic Americans with disabilities; American Indians with disabilities; and Asian Americans/Pacific Islanders with disabilities. The service delivery effectiveness between white American communities and minority American communities is contrasted. The unique challenges faced by individuals with disabilities who are members of racial and ethnic minority groups are discussed. The results of three national-level surveys of community service projects/programs (n=65), educational institutions (n=53), and consumers with disabilities (n=139) are revealed. The surveys addressed the status of services to persons with disabilities representing diverse cultural/racial backgrounds and the perception of consumers with regard to the type and quality of services they receive. Consumers were also asked about their major concerns regarding employment, accessibility, transportation, communication, and public accommodation. Recommendations are given on how to better serve diverse cultural groups. Survey instruments are included in the appendix. (Contains 40

1989 and 1993 lists by agency, large employers by agency, and a guide to the SIC classification system. (Contains 14 references.) (DB)

ED 397 606 EC 304 936

Sanderson, Priscilla Lansing; And Others
Independent Living Resource Manual for American Indians and Alaska Natives with Significant Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 479p.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Advocacy; *Alaska Natives; *American Indians; Assistive Devices (for Disabled); Daily Living Skills; *Disabilities; *Human Services; *Independent Living; Information Services; Information Sources; Nurses; Public Health; Referral; *Rehabilitation; Rehabilitation Programs; Social Support Groups

This resource manual for American Indians and Alaska Natives wit significant disabilities lists sources of independent living information and resources available within tribal, state, and federal organizations. The first section defines independent living in the context of this population and introduces state level services, mechanisms for obtaining services, Centers for Independent Living, Independent Living Services, and eligibility. The second section explains four core independent living services: (1) information and referral, (2) individual and systems advocacy, (3) peer counseling, and (4) independent living skills training. The next section briefly describes other independent living services, such as housing services, counseling services, and mobility training. Next, results of a survey of 28 nurses in five states concerning independent living services provided by public health nurses are reported. Other information presented includes: (1) a description of the roles of the community health representative and the President's Committee State Liaison, (2) a listing of 23 videotapes and publications, (3) a listing of toll-free numbers for disability-related agencies, and (4) definitions of independent living terms. The bulk of the manual is a directory of service providers organized by state. (DB)

ED 397 607 EC 304 937

Marshall, Catherine A.; And Others
The Assessment of a Model for Determining Community-Based Needs of American Indians with Disabilities: Follow-Up in Denver, Colorado. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 82p.; For related documents, see ED 333 609, ED 350 754, and ED 350 755.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *American Indians; *Community

Crest a de Leguizamon); "Narrative Structure in Child Written Discourse: An Exploratory Study" (Alicia Vazquez de Apra, Maria Celia Matteoda); "Current Issues: The Use and Function of the Alphabet Letters in the Pre-Literacy Period" (Critical Comment); "Strategic Reasoning as a Development Factor in Written Expression and Reading Comprehension" (Julia Segueida, Guillermo Seymour); "Infant and Child Literature" (Maria Luisa Leguizamon); "The National Curriculum and the Projection of Ethnic Images: (Ronald Wilhelm); and "Acquisition of Punctuation: Uses and Knowledge in Sentence Writing" (Iuta Lerche Vieira Rocha). Other regular features include announcements, book reviews, bibliographies, and an annual index for volumes 11, 12, 14, 15, and 16.

ED 397 625 FL 023 012

Smeyers, Paul, Ed.; And Others
Pedagogisch Tijdschrift (Journal of Pedagogy), 1993.
PUB DATE- 93
NOTE- 663p.; Includes an unnumbered special issue on the theme "Education, Democracy, and Nationalism," which has been separately analyzed, see FL 023 013. Volume 18 Number 6 is actually numbers 5/6.
LANGUAGE- Dutch
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; *Day Care Centers; Early Childhood Education; Foreign Countries; *Foreign Policy; Individual Development; International Programs; Mathematics; *Parent Education; *Professional Development; Public Policy
IDENTIFIERS- Belgium (Flanders); Dutch Ministry of Education and Science; *International Trends; Netherlands

This 6-issue, complete year of a Belgian-Dutch education (some with an English-language summary); reviews of new Dutch-language books; and titles from related Dutch-language journals. Issue 1 focuses on the professional development of teachers. Issue 2 deals primarily with parent education. Issue 3 addresses error analysis in children's mathematical problems and reviews the deregulation policy of the Dutch Ministry of Education and Science. Issue 4 covers professional and individual development. Issues 5 and 6 are combined in a special issue on State and parental child care in Flanders and the Netherlands and includes the index for the complete journal year. A special issue is included that contains pages from the 1993 meeting, "National Pedagogy Day." Its theme is education, democracy, and nationalism. (NAV)

ED 397 626 FL 023 013

Smeyers, Paul, Ed.; And Others
Opvoeding, democratie en nationalisme (Education, Democracy, and Nationalism).
PUB DATE- 93
NOTE- 240p.; Special issue on the proceedings of National Pedagogy Day (6th, Leuven, Belgium, May 8, 1993). One of seven journal issues in FL 023 012.
LANGUAGE- Dutch
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Education; *Democracy; Foreign Countries; Higher Education; Immigrants; Intellectual Freedom; Intelligence Tests; Mass Media; *Nationalism; Periodicals; Preschool Children
IDENTIFIERS- *International Trends; Netherlands

prefaces such as "the story about" and questions beginning with "remember." Participants check their own recollection of the story with open-ended statements and requests for confirmation. Retelling often serves an informing function because participants gain new insights into the events narrated through dynamic give-and-take. Contains 49 references. (MSE)

ED 397 645 FL 023 942

Kitao, Kenji; Kitao, S. Kathleen
Using the Internet for Teaching English.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Educational Resources; *English (Second Language); Foreign Countries; *Instructional Materials; *Internet; Second Language Instruction; Technological Advancement; *World Wide Web

This article details some of the many ways to use the Internet in the English-as-a-Second-Language classroom for both students and teachers. The Internet can be used for gathering information for use in class time planning, for finding teacher-related information, and for exchanging information with other teachers. Complete texts of newsletters and journals may be found on the Internet. Student uses include keypal or computer penpal exchanges for students; class project information gathering; reference resources, such as encyclopedias and dictionaries; and provision of additional English language materials for language practice. Students can subscribe to the IECC-Survey, which will help them conduct class project surveys. Both students and teachers can find news information, including more than 30 teaching resource lists, such as TESLCA-L and TESL-L as well as student-oriented lists in different levels of English. Another Internet news source is the "Daily Brief," which summarizes the world news every weekday morning, and many foreign language newspapers also have English-language versions on the World Wide Web. Simple web pages can also be designed and posted by students; a brief sample is described. (NAV)

ED 397 646 FL 023 944

Cook, Haruko Minegishi
Listening as a Part of Socialization in Japanese Elementary Schools.
PUB DATE- Mar 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Communication; Cultural Context; Elementary Education; Foreign Countries; Grade 3; Grade 4; *Group Dynamics; Group Membership; Language Research; Linguistic Theory; *Listening Skills; Skill Development; *Socialization; *Sociocultural Patterns
IDENTIFIERS- Japan; *Japanese People

The socialization processes occurring in the Japanese elementary school classroom are analyzed, particularly the processes that are implicit, teaching children to be competent members of submitted since the IRTP's inception; review of pertinent literature; interviews with a cross-section of individuals involved in national- and regional-level administration of the IRTP; interviews with representatives of 2 companies receiving funding under the program; and more comprehensive survey of 101 randomly selected employers regarding training and recruitment policies. Although the IRTP was determined to be highly relevant, its actual impact could not be assessed fully because of a lack of sufficient follow-up data. It was concluded that an additional year of accurate follow-up data is required for a conclusive evaluation of the IRTP. Among the 11 actions recommended to improve the IRTP were the following: increase the focus of the Training Support Scheme (TSS) by making special provision for companies in traditional sectors and altering the banding system to increase benefits to the very smallest companies; target future training assistance under the TSS to nonfirm-specific training; increase attention to training methods; and improve procedures for evaluating trainers and training. (Contains 10 tables.) (MN)

ED 397 224   CE 071 977

Middle Level Technician/Higher Technical & Business Skills. Evaluation Report.
PUB DATE- Jun 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; *Business Skills; Case Studies; Certification; Education Work Relationship; Employer Attitudes; *Employment Qualifications; Foreign Countries; Job Placement; Job Skills; Labor Force Development; Literature Reviews; National Programs; Program Costs; Program Effectiveness; Public Agencies; School Business Relationship; *Skill Development; Tables (Data); *Technical Institutes; *Technical Occupations; Trainers; Two Year Colleges; *Vocational Education
IDENTIFIERS- Employer Surveys; *Ireland

A study examined European Social Fund (ESF)-funded middle-level technician (MLT) and higher technical and business skills (HTBS) courses at Irish technical colleges. Data were obtained from the following: review of relevant literature; review of all program-monitoring documents submitted by Ireland's Department of Education since 1990; interviews with representatives of selected state agencies and technical colleges; and survey of employers of MLT/HTBS course graduates. MLT and HTBS courses were found to be successful programs having tremendous impacts on technical/vocational training and giving participants the technical skills required to meet changing employer needs. Among the 21 actions recommended to improve MLT/HTBS programs were the following: introduce comprehensive procedures to monitor MLT/HTBS courses and graduates; consider funding part-time students in regional technical colleges (RTCs); continue to make development of the RTC sector's infrastructure a priority; increase the number of academic staff in RTCs; develop new policies regarding training trainers in RTCs, standardize colleges' approach to developing links with industry; expand work placement schemes; prevent the streaming of female students into nontechnical areas, and categorize MLT and HTBS as initial training. (Contains 18 tables. Appended are tables detailing colleges operating ESF programs, program enrollments, and MLT/HTBS courses approved for ESF aid.) (MN)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Education Work Relationship; Employment Patterns; *Enrollment; Higher Education; High Schools; *Minimum Wage; *Student Employment; *Unemployment; Vocational Education; *Vocational Followup; Wages; *Youth Employment
IDENTIFIERS- National Longitudinal Survey Youth Cohort

A study used individual-level data from the National Longitudinal Study of Youth to examine the effects of changes in the federal minimum wage on teenage employment. Individuals in the sample were classified as either likely or unlikely to be affected by these increases in the federal minimum wage on the basis of their wage rates and industry of employment. An estimation, concentrated on teenagers, showed that workers whose wages were between the old and new minimum wage and whose wages were raised by the increase in the minimum were 3-4 percent more likely to lose their jobs in the following year than individuals not directly affected. Even after controlling for the differences among teenage workers, the study concluded that the simple fact of working at a wage below the new minimum raised the probability of unemployment. (YLB)

ED 397 243 CE 072 041

Achieving Adult Literacy in Florida. Florida Adult Literacy Plan Status Report. Fiscal Year 1995.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Literacy Education; *Program Effectiveness; *Program Implementation; State Legislation; *State Programs
IDENTIFIERS- *Florida

This report summarizes for fiscal year 1995 the adult education activities implemented throughout the state of Florida in response to and in support of the Florida Model Literacy Program Act of 1978 (Florida Adult Literacy Act). In addition, the report presents a summary of the activities initiated under Blueprint 2000, legislation that substantially expanded Florida's commitment to adult literacy. Some activities initiated under the Florida Adult Literacy Plan include the following: the use and training of volunteer instructors as part of an adult literacy volunteer program; interagency and intra-agency cooperation and coordination through meaningful local working agreements; coordination of adult literacy efforts with public libraries and other local sponsors of adult and family literacy programs; increased feasibility of a progression toward individualized instruction; program evaluation criteria and procedures; identification, recruitment, and retention of adults lacking basic skills; and implementation of intergenerational and workplace adult literacy programs. The following activities were initiated during fiscal year 1995 to implement Blueprint 2000: (1) technical assistance was provided in the development of a new rate to measure progress in adult literacy; (2) technical assistance was provided to assessment teams to employment school improvement and accountability; (3) the Governor's Commission on Government Accountability to the People will use literacy rates as one of its benchmarking standards; and (4) technical assistance was provided to school districts. The on marriage by state, and statistical summaries of responses. Contains 66 references.) (MN)

ED 397 261 CE 072 095

Harris, Roger; And Others
Love, Sex and Waterskiing. The Experience of Pre-Marriage Education in Australia.
PUB DATE- 92
NOTE- 199p.; For a related document, see CE 072 094.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Programs; Attitude Change; Church Programs; *Counseling Services; Demography; *Educational Attitudes; Educational Benefits; Educational Objectives; Educational Practices; Educational Trends; Enrollment Influences; Family Counseling; *Family Life Education; Foreign Countries; National Surveys; Participant Characteristics; *Participant Satisfaction; Program Effectiveness; Questionnaires; Role of Education; Tables (Data)
IDENTIFIERS- *Australia; *Marriage Education; Premarital Counseling

Concerns over the high incidence of divorce and domestic violence have prompted many Australian churches and some nonchurch agencies to offer premarriage education programs (PMEPs) to couples planning to marry. Unlike past PMEPs, which were often didactic, Australia's present-day PMEPs tend to be learner-centered programs that encourage participants to reflect on their relationships and marriage and develop the skills needed to build marriages. In the 1970s, educators and coordinators of Australia's PMEPs formed two professional associations to protect, promote, and improve premarriage education (PME). In 1991, the Australian Attorney General's Department funded a comprehensive evaluation of PME. Nearly 1,000 Australian couples who had participated in PMEPs during the first quarter of 1992 were surveyed regarding their views of marriage and PME and the effects of participation in a PMEP. The survey results were synthesized into the following categories: teaching about marriage; dimensions of premarriage education; PMEPs in the 1990s; demographic characteristics and attitudes of PMEP educators and participants; the effects of participation in PME; and challenges facing PME. (Forty-four tables/figures are included. Appended are the survey instruments and tables summarizing the survey results. Contains 56 references.) (MN)

ED 397 262 CE 072 096

Driscoll, Margaret
Professional Development. Resource Connections.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Certification; *College Programs; Degrees (Academic); *Evaluation Criteria; *Graduate Study; Higher Education; Independent Study; Information Sources; *Labor Force Development; Professional Continuing Education; *Professional Development; Program Design; *School Choice
IDENTIFIERS- *Massachusetts (Boston)

This document consists of a series of three short articles that

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agribusiness; *Agricultural Education; *Agricultural Engineering; Agronomy; *Animal Husbandry; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Distributive Education; Educational Equipment; Employment Qualifications; Leadership; Marketing; Recordkeeping; Secondary Education; *Soil Science; State Curriculum Guides; Statewide Planning; Student Evaluation; Vocational Education
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for agriculture business and management (ABM) I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in ABM I are as follows: introduction and orientation, recordkeeping and planning, equipment management and safety, animal science and management, plant science and management, conservation practices, structure of agricultural business, marketing, agricultural credit, and budgets. Units in ABM II are as follows: orientation; human relations; agricultural communications; agricultural salesmanship; agricultural business procedures; agricultural advertising and display; taxes, insurance, and business law; agricultural marketing; facilities and equipment management and repair; and property acquisition. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 280 CE 072 165

Mississippi Curriculum Framework for Agricultural Business and Management Technology Cluster: Agricultural Business and Management Technology (CIP: 01.0302--Agricultural Animal Husbandry/Prod) (CIP: 01.0501--Agric Supplies Retail & Wholesale); Animal Husbandry Technology (CIP: 01.0302--Agricultural Animal Husbandry/Prod); Field Crops Technology (CIP: 01.0104--Farm & Ranch Management). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 132p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Engineering; *Agricultural Production; Agronomy; Animal Husbandry; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; Soil Science; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Physical Therapy; *Physical Therapy Aides; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the physical therapy assistant program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: survey of physical therapy; physical therapy assistant practica I-IV; fundamental concepts of physical therapy; fundamental skills for physical therapist assistants; therapeutic modalities I; kinesiology; therapeutic exercise and rehabilitation (TER) I; therapeutic modalities II; TER II; clinical education I-IV, medical conditions and related pathology; physical therapy seminar; and related academic courses in college algebra, English composition I, anatomy and physiology I, general psychology I, survey of physics I, oral communication, anatomy and physiology II, English composition II, trigonometry, and introduction to computer concepts. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 297 CE 072 182

Mississippi Curriculum Framework for Practical Nursing Programs CIP: 51.1613--Practical Nurse (L.P.N. Training). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 64p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Nurses; Nursing Education; *Practical Nursing; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the practical nursing program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: basic nutrition; body structure and function; growth and development; fundamentals of nursing; fundamentals of nursing lab and clinical; geriatric courses, and section II contains outlines of the instructional units required in each course. The six units of the first course cover the following topics: (1) introduction and safety; (2) basic tool usage and safety; (3) body and frame construction components; (4) principles of welding; (5) basic sheet metal repair; and (6) preparing for finishing. The six units of the second course cover these additional topics: (1) safety review; (2) hardware, glass, fasteners, and trim; (3) body and frame construction; (4) welding and cutting applications; (5) major damage repair; and (6) refinishing and detailing. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 314 CE 072 199

Mississippi Curriculum Framework for Automotive Machinist (Program CIP: 47.0690--Auto Machinist). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 46p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTOPS- *Auto Body Repairers; Auto Mechanics; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Equipment; Hand Tools; Leadership; Machine Tools; *Machinists; Metal Working; Motor Vehicles; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the automotive machinist programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: fundamentals for automotive machinists; cylinder head service; cylinder block service; engine assembly and testing; special problem in automotive machinist; work-based learning in automotive machinist; parts and labor; advanced crankshaft balance and grinding; and brake rotor and drum machining. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 315 CE 072 200

Mississippi Curriculum Framework for Automotive Mechanics (Program CIP: 47.0604--Auto/Automotive Mechanic/Tech). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95

Mississippi Curriculum Framework for Family Dynamics. Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 26 May 95
NOTE- 31p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Conflict Resolution; Core Curriculum; Critical Thinking; Decision Making; Educational Equipment; Employment Qualifications; *Family Life Education; Family Relationship; *Home Economics; *Individual Development; Interpersonal Competence; Leadership; *Money Management; Parenthood Education; *Parenting Skills; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for family dynamics. The course uses skills in critical thinking, decision making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. Presented first are a course description and outline. Section I contains the curriculum frameworks for the course, and section II contains outlines of the three instructional units: dimensions of personal development, managing family systems in today's society, and parenting decisions and responsibilities. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profile. (YLB)

ED 397 332 CE 072 217

Mississippi Curriculum Framework for Civil Technology (Program CIP: 15.0201--Civil Engineering/Civil Technology). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 66p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Civil Engineering; Community Colleges; Competence; *Competency Based Education; *Computer Assisted Design; Core Curriculum; *Drafting; Educational Equipment; *Engineering Technology; Leadership; *Road Construction; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi; *Surveying (Engineering)

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the civil technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence.

Junior High Schools; Junior High School Students; Self Concept; *Self Esteem; *Student Characteristics
IDENTIFIERS- Personal Attribute Inventory for Children (Parish)

This thesis investigates factors associated with the self-esteem of school children in the fourth and seventh grades. The 460 students were drawn from 5 schools in a single school district, located in a town of over 120,000 persons. Students were examined through the independent variables of gender, grade level, race, socioeconomic status, and family structure, and the dependent variable of scores taken from the Personal Attribute Inventory for Children. A total of 18 comparisons were made among these variables. Of these 18, 5 were for main effects and 13 were for interactions. Of the five main effects, two were statistically significant: grade level for the dependent variable, self-esteem; and family structure for the dependent variable, self-esteem. Results supported the following generalizations: (1) students living with both biological parents have greater self-esteem than those living in other family structures; (2) grade level and socioeconomic status should be interpreted concurrently; (3) there is no association between gender and self-esteem; and (4) no correlation exists between race and self-esteem. It is suggested that this study be replicated at other grade levels and at different schools, using dissimilar instruments. Contains 57 references. Appendices present various correspondence from the study, a demographic data sheet, the survey instrument, and testing instructions. (RJM)

ED 397 348 CG 027 118

Scholl, Alan B.; And Others
Psychiatrists' and Psychologists' Attitudes toward Managed Care.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; Counselors; Economic Factors; Economic Impact; *Health Insurance; *Health Maintenance Organizations; *Medical Services; Mental Health Programs; *Mental Health Workers; Psychiatric Services; *Psychiatrists; Psychological Services; *Psychologists
IDENTIFIERS- Health Care Economics

Managed care has prompted a metamorphosis of mental health care. Since practitioners' responses to these changes are unclear, this study examines the opinions of 44 randomly selected psychologists and psychiatrists. Each participant received a packet in the mail that contained a cover letter, a three-page questionnaire, and a self-addressed stamped envelope. Questionnaire items were developed in conjunction with managed care providers. Items were seen as representative of concerns reflected in scientific journals, addressing issues such as utilization review, appeals, patient confidentiality, and short-term therapy. Respondents' median number of years of clinical experience was 18 and their mean number of years working in managed care was 5. Managed care's impact on the practices of psychologists versus psychiatrists was also examined. Most of the respondents, (57%) had Ph.D. level professional training while 17% held an M.D. Results revealed a strong negative attitude toward managed mental health care, particularly the utilization review process. However, despite this dissatisfaction, only a minority questioned utilization reviewers credentials. Participants also reported economic difficulties, such as a significant decline in referrals from

IDENTIFIERS- Kelly (George); *Personal Construct Theory
Wheras many of the grand theories of psychology focus on factors such as the unconscious, power, perfection, or order, George Kelly proposed that humans are driven by the need for personal control and that this personal control comes as a result of being able to construct and predict the events of daily life on a continuous basis. His major two volume work, written in 1955, was "The Psychology of Personal Constructs." Constructs were characterized by Kelly as abstractions possessing both similarities and contrasts in their elements. Constructs were the structures that the client uses to interpret and predict events. Kelly believed that humans are in an on-going process of predicting and controlling events. Individuals endlessly attempt to evaluate, define, and interpret events in order to arrive at their own theory about the world around them. Kelly's fundamental postulate is, "a person's processes are psychologically channelized by the ways in which he anticipates events." Other topics covered in this document are: (1) The Circumspection, Preemption, and Control (CPC) Cycle; (2) Personality Variables; (3) The Role Construct Repertory Test; (4) Treatment of Psychopathology; (5) The Therapeutic Conference and Role Playing; (6) Self-Characterization and Fixed-Role Therapy; and (7) The Scientific Worth of Kelly's Theory. (JBJ)

ED 397 369 CG 027 226

Sale, Beverley A.
Depressive Personality Disorder: A Review of the Literature.
PUB DATE- May 96
NOTE- 89p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Depression (Psychology); Emotional Problems; Literature Reviews; Measures (Individuals); *Mental Disorders; *Moods; Personality Traits; *Psychological Patterns
The question of whether or not depressive personality disorder is a distinct disorder separate from mood disorders or other personality disorders has historically been debated by researchers and theorists and continues to be a topic of disagreement. Empirical studies reveal that only a modest relationship may exist between depressive personality disorder, mood disorders, and other personality disorders. This suggests that depressive personality disorder may be distinct from mood disorders and other personality disorders. Further investigations should focus on clearer discrimination between depressive personality disorder and other personality disorders. Chapters in this review of the literature are: (1) Introduction; (2) Historical Background of Depressive Personality, (3) Characterological Depressions as a Subtype of Dysthymia, (4) Comorbidity of Dysthymia with Axis II Disorders, (5) Depressive Personality as a Distinct Personality Disorder, and (7) Conclusions. An unpublished instrument, "Diagnostic Interview for Depressive Personality (DID)" is included as an appendix. Contains 37 references. (Author/JBJ)

ED 397 370 CG 027 227

Marijuana: Facts for Teens.
PUB DATE- 95
NOTE- 21p.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Educational Environment; Elementary Education; Junior High Schools; *Language Experience Approach; *Miscue Analysis; Reader Text Relationship; Reading Instruction; Teacher Welfare; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Watson (Dorothy)

This anthology of 22 published articles and book chapters written by Dorothy Watson (the first president of the Whole Language Umbrella) were chosen for their historical importance, centrality to Watson's body of work, lack of availability, and/or their ongoing relevance to teachers. Items in the anthology are grouped to reflect major themes (miscue analysis, working with readers, curriculum models, whole language, and community), arranged roughly in the order of their emergence in Watson's writing; the items within each section are arranged chronologically. The anthology also provides brief introductions by Watson which place the items in the context of her thinking today. After an introduction ("Dorothy Watson: A Life of Teaching and Learning"), items in the anthology are: "Miscues We Have Known and Loved" (with John C. Stansell); "Watching and Listening to Children Read"; "Miscue Analysis for Teachers" (with Janice Henson); "What Exactly Do You Mean by the Term 'Kidwatching'"; "Helping the Reader: From Miscue Analysis to Strategy Lessons"; "Reader-Selected Miscues: Getting More from Sustained Silent Reading"; "In College and in Trouble--with Reading"; "Strategy Lessons" (with Paul Crowley); "Process Paradigm: Grades Six through Nine"; "Language Arts Basics: Advocacy versus Research" (with Peter Haselriis); "Bringing Together Reading and Writing"; "Readers and Texts in a Fifth-Grade Classroom" (with Suzanne C. Davis); "Alternative to Basals: Story and Inquiry"; "Whole Language Teachers and Reality" (with Paul Crowley); "Reflections on Whole Language: Past, Present, and Potential"; "Defining and Describing Whole Language"; "Whole Language: Why Bother?"; "Teacher Support Groups: Why and How" (with Margaret T. Stevenson); "Teacher Support Groups: Reaching Out, Bringing In"; "Community Meaning: Personal Knowing within a Social Place"; "Many Cultures, Many Voices"; and "Welcome to Our Wonderful School: Creating a Community of Learners." An afterword and a brief curriculum vitae are attached. (RS)

ED 397 389 CS 012 506

Baltas, Joyce, Ed.; Shafer, Susan, Ed.
Scholastic Guide to Balanced Reading K-2: Making It Work for You.
PUB DATE- 96
NOTE- 122p.; For the grades 3-6 guide, see CS 012 507.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Beginning Reading; *Classroom Techniques; Educational Technology; *Family School Relationship; Integrated Curriculum; Mentors; Primary Education; *Reading Instruction; *Reading Programs; Reading Skills; Reading Strategies; *Student Evaluation; Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- Phonemic Awareness

Suggesting the need for a balance between literature and intentional skills instruction, this book provides K-2 teachers

Exercises; *Writing Instruction
IDENTIFIERS- Theoretical Orientation

Some insights into the nature of functional grammar can be useful for teachers of composition. There are four ways that functional grammar stands in opposition to common linguistics in the United States. First, for functionalists (those practicing functional grammar), the starting point is with kinds of meanings, not with kinds of structures; the movement then is toward the ways in which meanings can be realized in various kinds of structures. Second, functionalists study samples of language that people have actually used for a real purpose in the world, not sentences that they have made up. Third, functionalists focus on connected texts and how aspects of those texts can affect the structure of sentences; they study language in context, not in isolated sentences. Fourth, functionalists look at the social contexts of a particular text, that is, its purpose and the relationship assumed between the reader and writer. Of these four practices, it is the third one that seems to yield the most applications in the classroom. An attention to how sentences are connected in texts is a very useful way of helping students to notice how they are putting sentences together. One exercise centering on given and new information involves having students examine their written products to see if they have expressed given information before new. Another exercise involves having students use their knowledge of given and new information to check on the cohesion and coherence of paragraphs and longer prose stretches. (TB)

ED 397 409 CS 215 325

Bosma, Bette
Cultivating Multicultural Sensitivity through Children's Literature.
PUB DATE- 19 Nov 95
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Cultural Awareness; *Cultural Differences; Curriculum Development; Elementary Secondary Education; International Cooperation; *Multicultural Education
IDENTIFIERS- Commonality; *Cultural Sensitivity; *International Board on Books for Young People

Before teachers can help children break down stereotypes, they must develop an awareness of their own attitudes and learn to recognize when and how children's literature can build knowledge about other cultures and promote awareness of one's attitudes towards others. The 24th International Board on Books for Young People (IBBY) Congress held in Spain promoted a sense of equality and community; all those who attended had common needs, problems, and things to celebrate. Speakers at the Congress made it clear that two challenges face the school teacher today: book selection and attitude changing. The first challenge can be met, in part, by encouraging book translations from English to other languages and from other languages to English. Rich literature is available from such countries and regions as Estonia, Japan, and South America--the United States does not have a monopoly on children's literature. Teachers have an obligation to pick books for their children to read ownership of writing, and writing as risk-taking. However, these metaphors explain more to teachers and less to students who are writers. When teachers speak of the writing process in such terms as mapping, voicing, and brainstorming, visual images are accurately associated with linguistic meaning. A metaphor of the Romantic era, "The Book of Nature," refers to observing nature literally. Romanticism locates meaning in the individual's ability to coordinate observations of nature with linguistic interpretations of nature, moving beyond egocentric and ethnocentric viewpoints. Recently, metaphors have been investigated as a cognitive process. If metaphors are a cognitive domain both independent of, and dependent on, the visual and linguistic systems, then language arts theory and instruction should be reexamined. Also to be further examined are: (1) the new significance of the function of metaphor in classical and expressive rhetorics; (2) how emergent literacy scholars associate the acquisition of writing with the drawing of pictures but do not use drawing-word connections as significant language instruction tools for the primary grades; and (3) making metaphor instruction central in English as a Second Language (ESL) instruction methodology that teaches vocabulary and reading skills. Metaphor may unite composition and literature for the purpose of teaching freshman composition, which implies that composition and literature are blood relatives, not stepchildren. (Contains 26 references.) (CR)

ED 397 427   CS 215 386

Lee, Terrence O.
Decentering the Freshman Composition Classroom: An Overview with Secondary Materials That Illustrate Student Success within the Classroom.
PUB DATE- Mar 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Freshman Composition; Higher Education; *Learner Controlled Instruction; Peer Teaching; Student Writing Models; Teacher Student Relationship; *Writing Improvement; Writing Processes; Writing Workshops
IDENTIFIERS- Collaborative Writing; *Decentering (Writing); *Student Empowerment

In a method of decentering used in a freshman composition course, collaborative workshopping is employed, beginning with the first meeting, pairing students with semester-long colleagues. Students critique each other's writing at the second class meeting. Differentiating this approach from others is a pedagogy that sees collaboration and workshopping not as activities collateral to the experience of learning how to improve as a writer, but as the sites where most of the learning occurs in a decentered classroom. Paired students team-teach grammar to a class and collaboratively write, present, and defend a model essay to their peers. The essays are critiqued in the public classroom setting and, in the final exam, each team's essay is evaluated by another team. Throughout the semester, collaborative workshop activity serves in an integral way to decenter the teacher and to empower the students. Being decentered is more of a practical, than

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Anti Semitism; *Cultural Context; English Literature; *Fiction; Higher Education; *Jews; *Literary Criticism; Literary Genres; United States Literature
IDENTIFIERS- *Classics (Literature); Holocaust; *Identity (Psychological); Identity Formation; Jewish Culture

This collection of lectures and articles was occasioned by the author's 70th birthday and his many decades of teaching in the English departments at the University of Montana and at the State University of New York at Buffalo, where he is the self-proclaimed "apostle to the gentiles." The book explores the often conflicting paradox of being a Jew in America, reexamining literary classics within a Jewish context. Noting that for many years the English departments of American universities were closed to Jewish Americans as teachers, the book points out that eventually many Jewish American professors taught a new generation of students to read in new ways classic American writers like Hawthorne, Melville, and Whitman, as well as canonical modernists like Hemingway and Faulkner. The 12 essays in the collection are entitled: "The Roots of Anti-Semitism: A View from Italy"; "Bloom or Joyce, Or Jokey for Jacob"; "Joyce and Jewish Consciousness"; "The Christian-ness of the Jewish-American Writer"; "Isaac Bashevis Singer, Or The American-ness of the American-Jewish Writer"; "Why Is the Grail Knight Jewish? A Passover Meditation"; "Styron's Choice"; "Going for the Long Ball"; "Growing Up Post-Jewish"; "The Many Names of S. Levin: An Essay in Genre Criticism"; "A Meditation on the Book of Job"; and "In Every Generation: A Meditation on the Two Holocausts." (NKA)

ED 397 447 CS 215 423

Melcher, Jamey W.
Cooperative Learning Strategy as Success Variable in Secondary English Instruction: A Review of Recent Literature.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Educational Research; *English Instruction; *Instructional Effectiveness; Instructional Improvement; *Learning Strategies; Peer Groups; Peer Teaching; *Secondary Education; Teaching Methods
IDENTIFIERS- *Collaborative Learning

This review of research on cooperative learning examines 19 journal articles and 5 microfiche documents that explicitly focus on the strategy as it applies to the instruction of English in the secondary grades. Observation of students, audio taping and analyzing student group conversations, and interviews with students and teachers are the methods of research most frequently employed. Case studies of individual classrooms and commentary from practicing teachers dominate the literature. In general, investigators distinctly favor the strategy as a successful method. Several sources that voice concerns or opposition to the majority are included but they are exceptions in the field. Although very little experimental research exists, that which does exist provides quality insight into the factors involved in successful implementation of the strategy. Great effort has been made to include the findings of the few empirical studies, specific to this strategies

Dare To Dream: Educational Guidance for Excellence.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Career Guidance; Child Advocacy; Educational Change; *Educational Counseling; Educationally Disadvantaged; Elementary Secondary Education; High Risk Students; *Individual Development; *Occupational Aspiration; Program Effectiveness; *School Guidance; School Support; Teacher Guidance

Many students view the relationship between their current existence in school and their future as vague. This report documents the processes and outcomes of school communities that have focused attention on clarifying that relationship by helping students plan their futures and supporting them as they try to achieve their goals. This report is about one cluster of such efforts operating with the support of three projects: (1) Keeping the Options Open: Continued (a College Board project supported by the Lilly Endowment); (2) Partners for Educational Excellence (supported by the Jesse Ball duPont Foundation and the Lilly Endowment); and (3) Indiana School Guidance and Counseling Leadership Project (a project of MDC, a North Carolina research and development firm, supported by the Lilly Endowment). The three projects mobilized the efforts of over 50 school communities in 26 sites geographically spanning the entire country and demographically spanning urban, suburban, and rural. Data were derived from visits to 10 sites; interviews with staff and students; observation; focus-group discussions; and 5 surveys of a total of 317 faculty and staff and 2,370 students. The most common set of changes revolved around one core issue--creating an environment where teachers could become advocates for students. The provision of guidance to students, changes in curriculum approaches, and structural changes also connected teachers and students. Two process outcomes necessary to institutional changes included shared governance and widespread school participation in educational guidance. Six factors for success included the notion of change as a verb, teamwork, external support, education that is based on the strengths and interests of the learner, support for teachers and staff, and luck. Twenty-seven figures are included. Contains a list of 36 resources and 19 suggested readings. (LMI)

ED 397 467 EA 027 649

Lashway, Larry
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Leadership Styles; *Organizational Climate; *Organizational Communication; *Participative Decision Making; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Influence; Teacher Role
IDENTIFIERS- ERIC Digests

on economic development. Countries that allocated more inputs to academic education in 1980 grew more rapidly throughout the decade than those countries that allocated fewer inputs. The data show that vocational education had some structural inefficiencies. Policymakers should allocate greater inputs to academic secondary education and increase the efficiency of secondary vocational education. Two tables are included. (Contains 12 references.) (LMI)

ED 397 485 EA 027 720

Kuroda, Kazuo
Foreign Study for Development or Dependency of Developing Countries?
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Colonialism; *Developing Nations; *Economic Development; *Economic Impact; Foreign Countries; Foreign Policy; *Foreign Students; *International Educational Exchange; International Relations; Regression (Statistics); Student Exchange Programs

Foreign study has been growing worldwide since the end of World War II. There is a significant flow of students from less developed countries to more developed ones. This paper presents findings of a study that assessed two theories of development, modernization theory and dependency theory, and applied these theories to identify the impact of foreign study on national development. Modernization theorists assert the positive effects of foreign study and dependency theorists argue that foreign study has a negative effect on the home country. Methodology involved regression analysis of Gross National Product (GNP) data from 34 African countries contained in the World Bank's World Development Reports for 1972 and 1992, and from student population data from the UNESCO Statistical Yearbook, 1972. Findings support the modernization perspective on the effects of foreign study. The more students that a country sent to its former master country in 1970, the better economic performance the country achieved between 1970 and 1990. One explanation for the finding is that foreign study is an efficient mechanism for transferring the advanced technologies and skills for economic development from developed countries to developing ones. Another explanation is that foreign study is an effective means for professionals from developing nations to acquire negotiation skills for leading their home countries to economic development. However, the dependent variable, GNP per capita, does not reflect other kinds of development, such as political democratization, the adoption of cultural diversity, and the expansion of education. Foreign study may have negative effects on the home country that are less obvious than the positive ones. Two tables are included. (LMI)

ED 397 486 EA 027 721

Yanguas, Josie; Rollow, Sharon G.
The Rise and Fall of Adversarial Politics in the Context of *Chicago School Reform: Parent Participation in a Latino School Community.*

Examinations; Correlation; Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; Statistical Inference; *Teacher Student Ratio

Both business leaders and parents pressure policymakers to legislate new initiatives to improve schools. One improvement strategy has been to reduce class sizes; another has been to allocate larger school budgets. This paper presents findings of a study that examined the relationship between class size and student achievement and between expenditure per student and student achievement. Data from "The Factbook on Elementary, Middle, and Secondary Schools 1993" (Mattson 1993) were analyzed. The study correlated expenditures per student, student-to-teacher ratios, and mean Scholastic Aptitude Test (SAT) scores for the 50 states and the District of Columbia using a computer program that calculated Pearson Product Moment correlation coefficients. The study found a small but insignificant relationship between class size and performance on the SAT, and a significant negative correlation between expenditures per student and SAT achievement. Four tables and six graphs are included. (Contains nine references.) (LMI)

ED 397 502 EA 027 738

Gold, Steven D.
Separating the Wheat from the Chaff: How Much Do Schools Really Benefit When States Raise Taxes on Their Behalf?
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Economics; *Educational Finance; Elementary Secondary Education; *Finance Reform; Fiscal Capacity; *Income; Regression (Statistics); Resource Allocation; State Legislation; Statistical Analysis; *Tax Effort; Taxes

Adequate revenue is essential to the existence of good schools. Recognizing this truth, numerous governors have proposed and many states have adopted tax increases to enhance school funding. The real question is whether education spending increased more than it would have if taxes had not been increased. To answer these questions, the booklet was divided into three parts. First, it provides a framework for analyzing the relationship between tax increases and school revenue. Second, it describes the results of a study that examined how much school revenue rose in 49 states (Alaska is not included) between the 1982-83 and the 1992-93 school years. Finally, it considers 12 case studies of how various states attempted to increase education funding between 1982 and 1993--10 where state taxes were increased, 1 that instituted a lottery, and 1 that avoided raising state taxes at all. Findings indicate that: (1) The year after a reform there is always a big increase in state funding, but the follow-through differs; (2) the sales tax by itself does not provide the basis for large, sustained revenue increases; (3) the personal income tax is the best tool for increasing revenue, followed by the sales tax; (4) local taxes should not be neglected; (5) increasing taxes is always better for schools than leaving the tax system alone without a tax hike; and (6) there is no substitute for a strong economy. Fifteen tables and appendices containing statistical tables are included. (LMI)

ED 397 503 EA 027 739

complexity and its principle insights. The third part shows how the principles of complexity science can be applied to the world of human systems. The implications of the new frame of reference for management research and practice are examined in part 4. Six conceptual maps and 20 figures are included. (Contains 152 references.) (LMI)

ED 397 520 EA 027 776

The Internet Roadmap for Educators.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Cybernetics; Educational Media; Educational Resources; *Educational Technology; Elementary Secondary Education; Information Retrieval; Information Seeking; *Information Technology; *Internet; Search Strategies; *Worldwide Web
IDENTIFIERS- *Cyberspace

Vast changes have taken place in Internet resources and features. To update teachers, administrators, and students on the changing cyberspace landscape, the Educational Research Service has developed a guidebook for using the Internet both in and out of the classroom. It contains detailed information about the World Wide Web, tools for searching and organizing information, and acceptable use policies. Section 1 describes ways in which educators and students are using the Internet and provides examples of instructional benefits and innovative applications. Section 2 lists education-related sites, newsgroups, and mailing lists of interest to teachers and administrators. The third section offers examples of Internet-based educational projects and sites that post current projects. Information about connecting to the Internet is provided in the fourth section. Section 5 describes how to use tools, such as e-mail, newsgroups, the World Wide Web, and File Transfer Protocol (FTP), providing instructions for both those with graphical access and those with text-based access. Advanced procedures for Internet users and copyright issues are discussed in the sixth section. Section 7 explains how to use the Internet safely, including the restriction of access to objectionable online material and acceptable use policies. A glossary is included. (LMI)

ED 397 521 EA 027 777

Brooks, Wanda
Obscene Language in Literature in the Public Schools As a Legal Issue.
PUB DATE- 27 Jun 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Freedom; *Censorship; Constitutional Law; *Controversial Issues (Course Content); *Court Litigation; Curriculum; Elementary Secondary Education; *Language Usage; Legal Problems; Moral Issues; *Obscenity; *Public Schools

Can literature with obscene language be available in public schools? Can a teacher discuss the use of such language with

Schultz, Tom; And Others
Early Childhood Reform in Seven Communities: Front-Line Practice, Agency Management, and Public Policy. Volume I: Final Technical Report. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 126p.; For Volumes I-III of this particular study, see EA 027 934-936. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; *Early Intervention; *Educational Cooperation; Educational Finance; Family School Relationship; Federal Programs; Program Administration; Program Effectiveness; *Public Policy; Social Services; Young Children
IDENTIFIERS- *Studies of Education Reform (OERI)

An era of substantial growth in investment of resources, program development, and research has led to tangible gains in the scope and quality of early childhood education programs. However, the system of early childhood education programs is plagued by unequal access and inconsistent, inadequate levels of quality. Additionally, the focus of federal policy debate has shifted from improving specific programs to more global and ideological concerns of federalism and fiscal policy. This study was designed to provide information about the effects of current government policy and funding efforts on the shape and quality of local early childhood agencies. The study analyzed and documented significant local examples of innovative and successful reforms in early childhood services. The document, the first of three in a series, contains an analysis of past research and recent policy trends and presents seven case studies of local early childhood initiatives (including Head Start grantees, local school districts, and child-care agencies). All projects serve children from birth to 5 years of age from families of low to moderate incomes. The programs involve sponsorship by one or more state or federal programs and include a significant component of outreach, involvement, and service to parents and other family members. The report highlights strategies to promote child development, strategies to serve and involve families, management strategies, and policy effects in local agencies. Nine policy recommendations are offered, some of which include: (1) coordinate expansion of federal and state public investment to equalize access to quality early childhood programs; (2) support funding rates that are consistent with program and work-force quality; (3) encourage local and private-sector investment in early childhood services; (4) set program standards that are also flexible for meeting local needs; (5) support local agencies; (6) build a supportive infrastructure and management-development system to support program quality and innovation; (7) create leadership/management development system; (8) ease administrative burdens in administering multiple public early childhood programs; and (9) build community planning and responsibility for each childhood service. To improve practice, the report recommends that program administrators refine and promote teaching excellence within the paradigm of developmentally appropriate practice; continue to foster staff development; promote continuity with elementary schools and successful transitions; encourage adult family members' participation; help staff members negotiate the boundaries between their work and family issues; and define and implement high-quality front-line practices. Three tables are included.

individual needs; (7) consistency, alignment, and coherence may provide opportunities throughout the system, but states and school districts must design and use these systemic tools strategically; (8) capacity-building strategies must accommodate teachers' and administrators' involvement at multiple levels; (9) capacity-building strategies should include diverse populations; and (10) attention should be given to enhancing the capacity of external stakeholders. A total of 25 tables and 2 figures are included. (Contains 99 references.) (LMI)

ED 397 554 EA 027 950

Goertz, Margaret E.; And Others
Systemic Reform. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 156p.; For Volumes I-III of this particular study, see EA 027 949-951. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; Classroom Techniques; *Educational Change; Educational Policy; Elementary Education; Instructional Improvement; *Instructional Innovation; Junior High Schools; Mathematics Instruction; Middle Schools; Organizational Change; *Organizational Development; Reading Instruction; *School Restructuring; State School District Relationship; Teacher Effectiveness; Writing Instruction
IDENTIFIERS- *Studies of Education Reform (OERI)

A relatively systemic approach to education reform emerged in the 1990s as one way of addressing policy fragmentation. This volume contains the case studies from a study that sought to: (1) expand knowledge of state approaches to systemic education reform; (2) examine district, school, and teacher responses to state reform policies in a small number of reforming schools and school districts; (3) identify challenges at the state, district, school, and classroom levels to reforming education; (4) examine the capacity of the educational system to support education reform; and (5) provide guidance to policymakers at all levels of the education system as they design and implement education reform policies. The volume contains case-study information on 12 reforming schools located in 6 school districts in 3 states undergoing systemic reform--California, Michigan, and Vermont. The study targeted mathematics, reading, and writing instruction in grades 4-8. Each section describes state reform efforts (the state context and the components of reforms), district reform efforts, and teacher and school-reform activities. (Contains 34 references.) (LMI)

ED 397 555 EA 027 951

Goertz, Margaret E.; And Others
Systemic Reform. Volume III: Technical Appendix--Research Design and Methodology. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 126p.; For Volumes I-III of this particular study, see EA 027 949-951. For all 12 final reports (36 volumes) in this

Exceptional Children to categorical assessment, a continuum of placements option, and use of the IEP to plan and monitor services. (DB)

ED 397 572 EC 304 900

Fuchs, Douglas; Fuchs, Lynn S.
Consultation as a Technology and the Politics of School Reform.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Consultation Programs; Decentralization; Decision Making; Definitions; *Delivery Systems; *Educational Change; *Educational Technology; Elementary Secondary Education; Political Influences; *Politics of Education; Research Utilization; *Special Needs Students; Teacher Collaboration; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Expertise; Reform Efforts

This paper proposes that consultation meets the definition of an educational technology and examines reasons why it has not been utilized more frequently by practitioners. First, it defines an educational technology and compares consultation to exemplars of educational technologies (such as classwide peer tutoring) and to non-exemplars (such as whole language). The occasional misuse of consultation is noted but its lack of use is especially emphasized. Well-known reasons for this lack (such as a tendency to place the difficult-to-teach students in special education) are considered, but the politics of school reform are seen as a major reason for consultation's research-to-practice gap, as it is out of step with current reformist thinking. Ways in which contemporary education reform clash with the technology perspective in general and with consultation in particular are discussed, including: (1) the perceived greater value of local knowledge (insiders) versus that of technology developers (outsiders); (2) bottom-up versus top-down decision making (with consultation seen as fostering bureaucratic complexity and centralization); (3) egalitarianism versus expertise; (4) collegiality versus isolation; (4) revolutionary change versus incremental change; and (5) subjective knowledge versus objective knowledge. School reformers and technology developers are urged to learn from each other and to differentiate between collaboration and consultation. (Contains 49 references.) (DB)

ED 397 573 EC 304 901

Edgar, Eugene
First Decade after Graduation. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Case Studies; College Attendance; *Disabilities; *Education Work Relationship;

references.) (CR)

ED 397 589 EC 304 919

Asbury, Charles A.; And Others
Disability Prevalence and Demographic Association among Race/Ethnic Minority Populations in the United States: Implications for the 21st Century. Monograph Series Number Two.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Chronic Illness; Demography; *Disabilities; Educational Background; Employment; *Ethnic Groups; *Hispanic Americans; *Incidence; Income; *Individual Characteristics; Language Impairments; Low Income Groups; Marital Status; Mental Retardation; Minority Groups; Neurological Impairments; Physical Disabilities; Place of Residence; Racial Factors; Special Health Problems
IDENTIFIERS- African Americans; National Health Interview Survey

This research report examined the distribution and incidence of disabilities among minority communities. A review of literature is provided including relevant statistics on the prevalence of disabilities in African Americans and Hispanic Americans. The study used data from the National Health Interview Survey (n=122,859) to determine the prevalence of disability. The association between race/ethnicity and other characteristics (sex, age, education, family income, marital status, employment, and geographic region) is examined. Disability was divided into four categories: chronic debilitating health conditions; physical, sensory, and language impairments; mental disorders; and nervous system disorders. Several tables are provided to show association between variables. Among the results were: the overrepresentation of African Americans and Hispanic Americans with chronic health conditions; African American overrepresentation for mental retardation and other nervous system disorders; a high proportion of subjects from each of the disability categories residing in the South; and the generally low incomes of people with disabilities from minority groups. (Contains 30 references.) (CR)

ED 397 590 EC 304 920

Walker, Sylvia, Ed.; And Others
Howard University Research and Training Center 1995 Sourcebook for Access to Multicultural Federal Programs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Accessibility (for Disabled); Career Development; *Cultural Pluralism; *Disabilities; Eligibility; Ethnic Groups; *Federal Programs; Females; Grants; *Minority Groups; Public Agencies; *Rehabilitation; Research and Development
IDENTIFIERS- National Institute on Disability Rehab Research;

Programs; Content Analysis; *Delivery Systems; *Disabilities; Employment; Focus Groups; Followup Studies; Human Services; Information Needs; Information Services; *Needs Assessment; Outreach Programs; *Participant Satisfaction; Vocational Rehabilitation
IDENTIFIERS- *Colorado (Denver)

This study is a follow-up to a 1990 needs assessment of American Indians with disabilities in the Denver (Colorado) region. The study involved a content analysis of transcripts of three focus group meetings of Project Advisory Committee (PAC) members, American Indians with disabilities, and service providers. Overall, PAC members and service providers indicated that change had occurred and was continuing to occur in services provided to American Indians with disabilities following the needs assessment. However, in the consumer focus group, the American Indians reported no difference in their perception of service delivery since the needs assessment. They identified three areas of service which remained inadequate--transportation, dental services, and dissemination of information about services. Findings suggest that minimal change occurred and that an information gap exists between service providers and consumers. The need for better coordination among service providers was stressed. The report details focus group responses for: in-home outreach; case management; vocational rehabilitation services; employment opportunities; self-advocacy; community-building; health and wellness programs; efforts to train, hire, and retain Indian personnel; role of the University-based research team; role of the American Indian community; and linkages among service providers. Appendices include focus group questions and related material. (Contains 16 references.) (DB)

ED 397 608 EC 304 938

Schwartz, Judith L.; And Others
Development of a Local Labor Market Analysis Model To Identify Employment Opportunities for Persons with Disabilities Living on Reservations. The Employer Survey. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; *Disabilities; *Employer Attitudes; Employment Opportunities; Employment Practices; Information Needs; Labor Market; Labor Needs; *Navajo (Nation); Personnel Policy; *Reservation American Indians; Surveys
IDENTIFIERS- *Navajo Reservation

An employer survey was conducted as part of a larger study to develop a labor market analysis model to identify employment opportunities for persons with disabilities living on reservations. Employers on the Navajo reservation were surveyed regarding their attitudes toward hiring persons with disabilities, past experiences with persons with disabilities, their willingness to hire persons with disabilities, and their information needs regarding hiring and working with people with disabilities. A sample of 275 employers (out of a total of 1,375) was chosen for interviews; interviews were completed by about half of the 275 employers. Overall, there was a high representation of businesses in the "Services" group of the Standard Industrial Classification. Other results indicated

The theme of this special issue is education, democracy, and nationalism. It contains papers from the 1993 meeting, "National Pedagogy Day". Only a few of the 50 papers presented at the meeting are included in this issue. The papers in the issue are: "Powerless Against Criticism of an Anti-Democratic Theory" (J. D. Imelman); "Dutch Academic Pedagogy Between Text and Context" (R. van der Kuur); "Identity, Community, Education" (G. Snik); "Borders of Identity" (J. Masschelein); "Education, Democracy, and Nationalism" (L. J. A. Vriens); "Education, Democracy, and Nationalism" (M. D'hoker); "Democracy, Intellectuals and the University" (I. Weijers); "Are There Still Citizens? Comment on Weijers, Democracy, Intellectuals and the University" (M. Hellemans); "The Post-Modern University" (P. Baggen); "Autarchy, Autonomy, and Indoctrination" (J. Bohlmeijer); "Education with Diversity" (G. F. Heyting); "From Learning School to Education School" (J. Lenders); "Educated Pre-Schoolers in an Educated Culture" (W. A. J. Meijer); "A Temporal-Ethnocentral View of Immigration" (S. Miedema); "Moderate Intellect: the Introduction of Intelligence Testing in the Netherlands" (E. Mulder); "Eroticism at the Border Between Childhood and Parental Love" (J. Noordman); "Natural and Environmental Education, Between Living and Surviving" (J. M. Praamsma); "Children in Danger or Dangerous Children?" (M. Reuling-Schappin); "Nationalism in Dutch Youth Periodicals 1780-1840 (M. Rietveld-van Wingerden); "The Tragic Relationship Among Media, Education, and Democracy" (A. Snick); "Citizenship Education in a Democratic Society" (B. Spiecker, J. Steutel); "Child Abuse: Displaced Problem or Problem of Displacement" (C. Steverlynck); "The Family as Androgenous Figure" (H. van Crombrugge); "Nationalism, Democracy and Educational Freedom" (P. van der Ploeg); and "Particularity in Moral Judgement, a Good Idea?" (G. J. Vreeke). (NAV)

ED 397 627 FL 023 014

Smeyers, Paul, Ed.; And Others
Pedagogisch Tijdschrift (Journal of Pedagogy), 1994.
PUB DATE- 94
NOTE- 472p.; For 1993 issues, see FL 023 012. Volume 19 Number 6 is actually numbers 5/6).
LANGUAGE- Dutch
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; Elementary Education; Foreign Countries; Foreign Policy; *Professional Development; Questionnaires; Reading Comprehension; Sex Differences; *Teaching Methods
IDENTIFIERS- *International Trends

This 6-issue, complete year of a Belgian-Dutch collaboration offers complete articles on pedagogical subjects, some with an English-language summary; reviews of new Dutch-language books; and titles from related Dutch-language journals. Articles include: "On the Policies of the Journal of Pedagogy" (P. Smeyers); "Pedagogic Commentary" (W. Wijnen); "Harter's Questionnaire on Perceived Competence: A Dutch Language Version" (J. H. A. van Rossum, A. Vermeer); Basic Characteristics of the AVMB (General Preparation for Society and Career) Learning Route" (J. Visser, R. van den Berg, E. Roelofs); "System Theory and Education. On Luhmanns and Schorrs 'Pedagogical Question'" (R. Vanderstraeten); "Effects of Class Composition" (A. de Vries); "Separating and Mixing Students for Learning" (Y. Dar, N. Resh); "Cognitive Class Composition and School Careers in Continuing Instruction" (A. de Vries, H.

society by participating in detail routines. A perspective is that the specific participation structure of Japanese classrooms serves as a major socialization resource for Japanese children to acquire attentive listening skills. Data are drawn from 15 hours of audiotaped interaction in 5 classrooms (2 third-grade, 3 fourth-grade) of about 40 children each, in 4 different Japanese schools. The analysis looks at two participant structures (dyadic, typical of American classrooms, and the "interactional umbrella" or multi-party interaction more common in Japanese classrooms), the roles of peer students and teacher as evaluators and supporters of individual student response, the teacher's role as a facilitator of listening, and socialization for listening as part of Japanese cultural patterns. It is concluded that throughout the participation in Japanese classroom interaction, students are socialized to be competent listeners, and also develop other cognitive and social skills by taking part in this participant structure, helping them to be good group members. Contains 27 references. (MSE)

ED 397 647 FL 023 946

Park, Ki-Hwa
The Article Acquisition in English as a Foreign Language.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Determiners (Languages); Elementary School Students; Elementary Secondary Education; *English (Second Language); *Error Patterns; Foreign Countries; French; Function Words; German; Japanese; Korean; *Language Patterns; Language Universals; Language Usage; *Learning Processes; Secondary School Students; Second Language Learning; *Time Factors (Learning); Transfer of Training

A study examined the acquisition order of English article functions, and attempts to explain the results in terms of transfer and language universals. Subjects were French, German, Japanese, and Korean students, aged 10-15 years, studying English as a second language in schools in Seoul, Korea. All were administered a test consisting of 18 multiple-choice questions, 16 error-correction items, and 19 composition questions. Each item had a context description in the student's native language, intended to elicit a particular article function. Article functions were classified in six categories: deictic reference; exophoric reference; anaphoric reference; non-specific reference; generic reference; and nominative function. It was found, as anticipated, that the French and German students, whose first language has an article system, earned higher scores than the Japanese and Korean students. It was also found that the acquisition order of English article functions was similar regardless of the existence of an article system in the native language. In all groups, functions of "the" appeared to be acquired in this order: deictic reference; anaphoric reference; then exophoric reference. Acquisition of functions of "a" shows a slightly different order according to group background conditions. Contains 22 references. (Author/MSE)

ED 397 648 FL 023 950

Sattarov, Tojimat
On the Greeting Forms among Uzbek and American People.

ED 397 225 CE 071 979

Specific Skills Training. Evaluation Report.
PUB DATE- Dec 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Adult Education; Certification; Curriculum Development; Educational Opportunities; Educational Practices; Employer Attitudes; Foreign Countries; *Industrial Training; Job Placement; *Job Skills; *Labor Force Development; *National Programs; Needs Assessment; Participant Characteristics; Program Costs; *Program Effectiveness; Program Improvement; Relevance (Education); Trainees; Trainers; Training Methods; *Vocational Education
IDENTIFIERS- Employer Surveys; *Ireland

Ireland's program of specific skills training (SST) Objective 1 courses, which are designed to train/retrain the labor force required for implementation of Ireland's Industry and Services Operational Programme, was evaluated by analyzing program expenditure reports and participant profiles, surveying a random sample of 101 employers, and visiting 8 Training and Employment Authority (Gaelic acronym: FAS) training centers. The following aspects of SST were examined: activities and expenditures; trainee characteristics; national and regional throughput; course development, skill needs identification, and relevance; training of trainers; certification and standards; placement; and employer attitudes regarding SST courses and recruitment. SST Objective 1 training courses were found to have been quite successful in meeting their specified goals, largely because of the SST's policy of allowing autonomy at the local level. It was also concluded, however, that the program could be improved through the following actions: standardization of course names, content, duration, structure, and progression to enhance the program's image and efforts to market it; formal integration of employer involvement in the program; and updating/revision of the program to make it more relevant to industry's needs. (Contains 28 tables. Appended are the following: FAS organizational chart; list of SST courses in FAS training centers; and information on sponsored training.) (MN)

ED 397 226 CE 071 980

Survey of Employers.
PUB DATE- Dec 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Needs; *Educational Practices; *Employer Attitudes; Employment Qualifications; Foreign Countries; *Industrial Training; Labor Needs; Program Effectiveness; Questionnaires; *School Business Relationship; Tables (Data); Training Methods; Training Objectives; *Vocational Education
IDENTIFIERS- Employer Surveys; *Ireland

A study examined attitudes of Irish employers toward vocational training (VT) activities, state agencies responsible for administering VT, and the skills that employees would need in the future. Of a sample of 500 firms that were selected as being representative from the standpoints of size, sector, number of participants in adult literacy programs increased by almost 100,000 in fiscal year 1995 over the previous fiscal year, and other measures of adult literacy remediation also were strongly positive. (KC)

ED 397 244 CE 072 043

Colleges and Companies Sharing Great Expectations.
PUB DATE- Jan 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Corporate Support; Demand Occupations; Education Work Relationship; Foreign Countries; *Labor Force Development; *Partnerships in Education; Postsecondary Education; *School Business Relationship; Technical Institutes
IDENTIFIERS- Great Britain

Companies have high expectations of the 440 colleges of further education, which will be the largest source of the skilled middle-range staff on whom industrial efficiency and innovation depend. Colleges look to employers to play four distinct roles--as customers, as places of learning, as advisors, and as joint planners in the regional or local economy. The strategic role of Training and Enterprise Councils (TECs) in the partnership is to speak for companies taken together as a regional sector and to suggest the pattern and demands of jobs likely to be available to college-qualified people. Research points to four distinct objectives for improved and better defined college/employer interaction: to draw a wide range of employed people into continuing education and training; to continue developing a high-quality "applied" mode of education; to guide students towards those choices of study and ways of learning most likely to be of use to them and the economy; and to help the colleges adopt a marketing approach that creates a demand for learning. To undertake their interactive mission, the colleges must extend the scope and develop methods of "applied" education, upgrade marketing, and support staff in interacting with the working world. Employers must be willing to help employees undertake college learning and understand the role of workplaces and activities as the context and material of applied education. TECs must act as brokers between colleges and companies. (YLB)

ED 397 245 CE 072 047

Wolf, Alison
Mathematics for Vocational Students in France and England: Contrasting Provision and Consequences. Discussion Paper No. 23.
SPONS. AGENCY- Nuffield Foundation, London (England).
PUB DATE- Sep 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Core Curriculum; Foreign Countries; *Mathematics Curriculum; Mathematics Skills; Postsecondary Education; Program Effectiveness; *Required Courses; *Vocational Education
IDENTIFIERS- *England; *France

French postsecondary education for 16- to 19-year-olds is divided into programs that lead to the Baccalaureats--general, technical, and vocational--and to the lower-level Certificat d'Aptitude Professionnel (CAP) and Brevet d'Etudes appeared in the "Resource Connections" column of three consecutive issues of the newsletter of the Boston chapter of the American Society for Training and Development (ASTD). The articles are intended for adults considering enrolling in a professional development program, and examine the nature and scope and pros/cons of degree, certificate, and self-study professional development programs and discuss various factors to consider when selecting a type of program and/or a specific program. The first article, "Professional Development: Selecting the Right Program," examines the potential benefits and drawbacks of degree programs and includes a matrix detailing basic information about the degree professional development programs offered by eight colleges in the Boston area (including information about degree(s) awarded, average completion times, program costs, special study opportunities, and admission requirements). Included in the second article, "Professional Development: Certification Programs," are the following: discussion of the benefits of certificate programs, the importance of researching certification programs, and sources of information about certificate programs; 12 questions to ask when choosing a certificate program (questions pertaining to programs' sponsors, content, recognition, and refresher requirements); and names/phone numbers of 11 certificate programs in the Boston area. The third article, "Professional Development: Developing a Self Directed Study Program," examines the benefits and limitations of self-study professional development programs and explains the steps in planning a program (determine goals; write a clear set of measurable objectives; create a milestone table; identify resources; and plan a culminating experience). (MN)

ED 397 263 CE 072 098

Documenting Student Competence through Effective Performance Assessment: Employability Skills. Workshop Summary.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Competence; Competency Based Education; *Employment Potential; *Evaluation Criteria; *Job Skills; Performance Factors; Postsecondary Education; Secondary Education; *Situational Tests

This report contains 26 performance assessments for documenting student employability skills. Each performance assessment consists of the following: a competency; a terminal performance objective (outcome); competency builders and pupil performance objectives (criteria for documenting mastery of the objective); applied academic competencies; equipment, supplies and other resources to be provided; preparations to be made before assessment starts; a task; criteria for evaluation of task performance; and scoring section. The assessments cover the following employability skills: (1) investigate career options; (2) develop skills to locate, evaluate, and interpret career information; (3) participate in a career exploration activity; (4) using limited resources, develop an individual career plan and revise plan annually; (5) evaluate the relationship of self-esteem to work ethic; (6) analyze the relationship of personal values and goals to work ethic in and out of the workplace; (7) demonstrate work ethic; (8) demonstrate safety skills; (9)

for the course sequences in the agricultural business and management technology programs cluster. Presented in the introductory section are a framework of courses and concentrations, a description of the program, and suggested course sequence for each of three concentrations: agricultural business and management, animal husbandry, and field crops. Section I lists baseline competencies for the program, and section II consists of outlines for each of the following courses in the sequence: agricultural business and management courses, animal husbandry courses, field crops courses, related vocational-technical courses, and related academic courses. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 281 CE 072 166

Mississippi Curriculum Framework for Agriculture Production (Program CIP: 01.0301--Agricultural Prod. Workers & Mgrs.). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 156p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Agribusiness; *Agricultural Education; *Agricultural Engineering; *Agricultural Production; *Agronomy; *Animal Husbandry; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Distributive Education; Educational Equipment; Employment Qualifications; Leadership; Marketing; Recordkeeping; Secondary Education; Soil Science; State Curriculum Guides; Statewide Planning; Student Evaluation; Vocational Education
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for agriculture production I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in course I are as follows: careers, leadership/FFA activites, Supervised Agricultural Experience (SAE) program, animal science and management, agricultural plant parts and classification, plant reproduction and nutrition, agricultural mechanics orientation and safety, introduction to agricultural structures, basic welding, basic cutting and welding, basic electricity, and small engines. Units in course II include the following: agricultural business organization; records and recordkeeping; taxes, insurance, and business law; agricultural economics/marketing; agricultural credit; environmental quality control; property acquisition; differential leveling; plant pest control and pesticide safety; advanced welding; oxyacetylene brazing and welding; agricultural construction;

nursing; medical and surgical nursing I; medical and surgical nursing lab and clinical I; medical and surgical nursing II; medical and surgical nursing lab and clinical II; pharmacology; maternal-child nursing; psychiatric concepts; and nursing transition. The curriculum guide also lists recommended tools and equipment. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 298 CE 072 183

Mississippi Curriculum Framework for Respiratory Care Technology Programs (CIP: 51.0908--Respiratory Therapy Technology). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 67p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; *Cardiovascular System; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; *Respiratory Therapy; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the respiratory care technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: cardiopulmonary anatomy and physiology; patient assessment and planning; respiratory care science; clinical practice I; respiratory care pharmacology; respiratory care technology (RCT) I; clinical practice II; RCT II; pulmonary function testing; RCT III; cardiopulmonary pathology; clinical practice III; respiratory care seminar; clinical practice IV; neonatal and pediatrics management; a related vocational-technical course--introduction to computers; and academic courses in anatomy and physiology I, principles of chemistry I, anatomy and physiology II, and principles of chemistry II. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 299 CE 072 184

Mississippi Curriculum Framework for Surgical Technology Programs (CIP: 51.0909--Surgical/Operating Room Tech.). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.

NOTE- 68p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Hand Tools; Leadership; Motor Vehicles; Repair; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for automotive mechanics I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Automotive Mechanics I contains the following five units: (1) orientation and safety; (2) tools, technical references, measurement, and fasteners; (3) basic automotive service; (4) brakes; and (5) basic electrical service. Automotive Mechanics II contains these four units: (1) engine performance; (2) drive trains; (3) steering and suspension systems; and (4) air conditioning and heating service. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 316 CE 072 201

Mississippi Curriculum Framework for Automotive Technology Programs (CIP: 47.0604--Automotive Mechanic/Tech.). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 64p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Hand Tools; Leadership; *Motor Vehicles; Repair; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the automotive technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: electrical systems; brakes; manual drive trains and transaxles; basic fuel systems; basic engine performance; engine repair; computer controlled emission systems; heating and air conditioning; automatic transmissions and transaxles;

Section I lists baseline competencies, and section II consists of outlines for each of the courses in the sequence. Twelve civil technology courses are as follows: road design and construction methods and materials; route surveying; road construction plans and specifications; land surveying lab; legal principles of surveying; global positioning satellite/geographical information system surveying; advanced surveying practices; soil mechanics; concrete and hot-mix asphalt testing; water and water distribution; special project; and work-based learning in civil technology. Nine related vocational-technical courses include the following: fundamentals of drafting, principles of computer-aided drafting (CAD), intermediate CAD, elementary surveying, advanced CAD, structural drafting, mapping and topography, professional development, and real property I. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 333 CE 072 218

Mississippi Curriculum Framework for Fashion Marketing Technology (Program CIP: 08.0101--Apparel and Accessories Mkt. Op., Gen.). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 55p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clothing; Community Colleges; Competence; *Competency Based Education; Core Curriculum; *Distributive Education; Educational Equipment; *Fashion Industry; Leadership; *Marketing; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the fashion marketing technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each course in the sequence. Fashion marketing technology courses include the following: fashion design fundamentals, fashion marketing, product knowledge, textiles in fashion, visual merchandising, buying, work-based learning in fashion marketing technology, image and wardrobe consulting, and fashion sales direction. Related vocational-technical courses are as follows: marketing I, merchandising math, advertising, management, retail management, and entrepreneurship. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profile. (YLB) primary care physicians. No strong attitudinal differences regarding managed care were revealed between Ph.D.s, M.D.s, and Master's level psychologists. Contains 19 references. (RJM)

ED 397 349 CG 027 153

Coates, Gail E.
The Development of Outcome Measures for a Family Preservation and Reunification Program.
PUB DATE- 95
NOTE- 120p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Counseling Effectiveness; Counseling Services; *Family Programs; *Human Services; *Individualized Family Service Plans; Integrated Services; *Outcomes of Treatment; Postsecondary Education; Program Development; *Program Evaluation; Program Improvement
IDENTIFIERS- *Family Reunification

In order to provide specialists and families with regular feedback on client change, to enhance the clinical decision-making skills of family specialists, and to provide target groups with information related to program effectiveness, a 12-week plan to improve outcome measures and evaluation protocol in a preservation and reunification program was proposed and executed. The plan included: (1) the selection of comprehensive, relevant instruments; (2) in-service staff training in the use of these instruments; (3) the revision of program documents; and (4) the development of a volunteer role to accommodate the proper collection and dissemination of outcome data. Based on analysis of data from a specialist questionnaire and client files, it was concluded that changes to program evaluation practices were small but promising. The findings suggest that family specialists are more familiar and satisfied with program instruments and the outcome data package. The consistent collection of clinical and research data continues to present a challenge, with competing work demands and the failure of staff to view evaluation as a priority undertaking as primary obstacles. Future evaluation endeavors must therefore include the reallocation of program resources, and program support for--and recognition of--the evaluator role. Ten appendices present instruments and documents used in the program. Contains 45 references. (TS)

ED 397 350 CG 027 159

Beauregard, Terri Kinion
Sexual Harassment: A Common Sample for the University and the Workplace.
PUB DATE- Apr 96
NOTE- 123p.; Master's Thesis, Marymount College of Kansas.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; *Employed Women; Higher Education; Quality of Working Life; *Sex Bias; Sex Discrimination; Sexual Abuse; *Sexual Harassment; Verbal Abuse; Womens Studies; *Work Environment

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Education; *Drug Use; High Schools; High School Students; Intervention; Junior High Schools; Junior High School Students; *Marijuana; Prevention

Using a question and answer format, this booklet is designed to inform teens about the dangers of marijuana usage. Inset facts about marijuana and teen perspectives compliment the following topics: (1) What is marijuana? (2) How is marijuana used? (3) How long does marijuana stay in the user's body? (4) How many teens smoke marijuana? (5) Why do young people use marijuana? (6) What happens if you smoke marijuana? (7) What are the short-term effects of marijuana use? (8) Does marijuana affect school, sports, or other activities? (9)What are the long-term effects of marijuana use? (10) Does marijuana lead to the use of other drugs? (11) How can you tell if someone has been using marijuana? (12) How does marijuana affect driving? (13) Is marijuana sometimes used as a medicine? (14) If someone is pregnant and smokes it, will marijuana hurt the baby? (15) What does marijuana do to the brain? (16) Can people become addicted to marijuana? (17) What if a person wants to quit using the drug? (JBJ)

ED 397 371 CG 027 228

Marijuana: Facts Parents Need To Know.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Drug Education; *Drug Use; High Schools; High School Students; Incidence; Intervention; Junior High Schools; Junior High School Students; *Marijuana; *Parent Child Relationship; Parent Influence; *Parent Materials; Parents as Teachers; Prevention

Marijuana is the illegal drug most often used in the United States. In the early 1990s marijuana use doubled among 8th graders and significantly increased among 10th and 12th graders. Accompanying this pattern of use is a significant erosion in antidrug perceptions and knowledge among young people. While marijuana use among high school seniors increased by 38%, the proportion of those who believe marijuana use is harmful dropped by 22%. Because many parents of this generation of teenagers experimented with marijuana when they were in college, they often find it difficult to talk about marijuana use with their children and to set strict ground rules against drug use. This booklet, presented in a question and answer format, was designed to provide parents and their teens an opportunity to review the scientific facts about marijuana. Topics covered include: current slang terms for marijuana; how marijuana is used; usage statistics; signs of usage; whether marijuana usage leads to usage of other drugs; physical effects of marijuana; how marijuana effects pregnancy and the brain; marijuana and motivation; and how to talk with children about marijuana. Twelve additional resources and seven tips for parents are provided. (JBJ) and administrators with a theoretical base for creating a balanced reading program and gives educators a chance to step into actual classrooms where teachers have successfully implemented effective programs. Each chapter in the book has four components: a theoretical article by an academic expert, a classroom-based article by a practicing teacher; a tool to see how a classroom fits the approach; and easy-to-implement suggestions for trying new approaches. Chapters in the book are (1) A Balanced Reading Approach (D. Ray Reutzel and Julianna Mellor); (2) Managing Your Classroom (Delores Stubblefield Seamster and Donald Dale Valle); (3) Assessing Your Classroom (Adele Fiderer and Ethel Huttar); (4) Ensuring Success for the Beginning Reader (Gay Su Pinnell and Lisa A. Luedeker); (5) Using Literature in Your Classroom (Adria Klein and Roger Bylund); (6) The Role of Phonemic Awareness and Phonics (John Shefelbine and others); (7) Integrating the Language Arts (Linda Gambrell and Mona Mitchell); (8) The Role of Mentors and Apprentices (David Rose and Karen Popadic); (9) Supporting All Learners (Hilda Medrano and Isela Almaquer); (10) English Language Learners (Alfredo Schifini and Erminda Garcia); (11) Using Technology in Your Classroom (David Rose and Susan Fitzgerald); and (12) Connecting Families and School (Arlene Mitchell and Melba J. Reno). (RS)

ED 397 390 CS 012 507

Baltas, Joyce, Ed.; Shafer, Susan, Ed.
Scholastic Guide to Balanced Reading 3-6: Making It Work for You.
PUB DATE- 96
NOTE- 120p.; For the grades K-2 guide, see CS 012 506.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; Educational Technology; Elementary Education; *Family School Relationship; Integrated Curriculum; Mentors; *Reading Instruction; *Reading Programs; Reading Skills; Reading Strategies; *Student Evaluation; Theory Practice Relationship; Whole Language Approach

Suggesting the need for a balance between literature and intentional skills instruction, this book provides grade 3-6 teachers and administrators with a theoretical base for creating a balanced reading program and gives educators a chance to step into actual classrooms where teachers have successfully implemented effective programs. Each chapter in the book has four components: a theoretical article by an academic expert, a classroom-based article by a practicing teacher; a tool to see how a classroom fits the approach; and easy-to-implement suggestions for trying new approaches. Chapters in the book are (1) A Balanced Reading Approach (D. Ray Reutzel and Stella Perry); (2) Managing Your Classroom (Delores Stubblefield Seamster and Donald Dale Valle); (3) Assessing Your Classroom (Adele Fiderer and Kathy Ott); (4) Integrating the Language Arts (Gwendolyn Y. Turner and Kathy Hammer); (5) Using Literature in Your Classroom (Douglas K. Hartman and Carol Hicks); (6) Teaching Skills and Strategies with Literature (James F. Baumann and others); (7) The Role of Mentors and Apprentices (David Rose and Wendy Brandrowski); (8) Supporting All Learners (Hilda Medrano and Norma Jasso); (9) English Language Learners (Alfredo Schifini and Erminda Garcia); (10) Using Technology in Your Classroom (David Rose and Mark Williams); and (11) Connecting Families and School that promote open, accepting attitudes of all people, regardless of race or nationality. (TB)

ED 397 410 CS 215 330

Godina, Heriberto
Metaphorical Children's Writing in a Whole-Language Classroom.
PUB DATE- Nov 95
NOTE- 26p.; Paper presented at the Annual Meeting of the National Reading Conference (45th, New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Childrens Literature; *Childrens Writing; *Classroom Environment; Classroom Research; Cultural Context; *Emergent Literacy; Grade 1; *Metaphors; Mexican Americans; Primary Education; Qualitative Research; Student Needs; *Teacher Student Relationship; *Whole Language Approach; Writing Instruction

A study described metaphorical writing for engaging Mexican American students in productive emergent literacy activities. During a 2-year qualitative study of a bilingual first-grade classroom, data was collected through an ethnography of communication framework that focused on metaphorical student writing and reading and included interviews and observation. There were about 15 students in the class and each student wrote a number of books that were made available for other students in the class to read. Students regularly discussed the metaphorical interpretations in their writing either through conferencing with the teacher or in round-robin class discussion. The class was clearly successful in its whole language approach, despite the obstacles the instructor faced: finding appropriate Spanish-language texts was not an easy matter; further, many Mexican Americans have been subjected to skill-based instruction, which has left them with negative feelings about education. The instructor overcame this negativity, in part, through establishing an environment that made the students comfortable. He established clear, simple rules, and he provided safe, cozy places in the classroom where students could work alone or in small groups. As a result, the classroom became a comfortable, energetic place. Discussions were facilitated by elevating the student's place, putting them on a platform so they were at a height equal to their teacher. Metaphorical writing was effective because it encouraged authentic representation of student cultural beliefs and a positive motivation toward literacy tasks. (Contains 2 figures and 41 references.) (TB)

ED 397 411 CS 215 331

Swartz, Patti Capel
Ethical Issues in Language Use.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Cultural Awareness;

theoretical, concern. In the decentered classroom, an instructor can be a static authority, a responsible dispenser of what is to be learned. (A syllabus and examples of student essays are appended. (CR)

ED 397 428 CS 215 391

Marinara, Martha
Theory, Self, and Rhetoric Or, What To Do With Ariadne's Thread.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; Classroom Techniques; Higher Education; Instructional Improvement; Language Role; *Personal Narratives; Rhetorical Invention; *Rhetorical Theory; *Self Congruence; Student Empowerment; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- *Ariadne; Personal Writing; Subjectivity; *Voice (Rhetoric)

Using Ariadne's thread in the narrative of the labyrinth as a metaphor for the elusiveness of language, this paper explores the concept of "self" to prepare for the discussion of autobiography as a "tool" for teaching writing, and to create a connection between a politically enabled self, a private self, and critical theory. The paper discusses the enabling of students and encouraging their self-identity--touching on the familial self, the writing self, the political self, the public self, and the metaphysical basis of self and self construction. The paper advises that students need to explore the "self," the events in their lives, the "real me" as operating within the boundaries of social context, to see their voices as part of a communal dialect that is neither fixed nor stable; and further, that, rather than seeing experience as a method of understanding some essential truths, personal narrative should be perceived as a product of ideology. The paper concludes by stating that embracing the poststructural assertion that a person can only understand individual intentions as they are constructed within a social reality neglects to acknowledge that individuals can reflect on and trace those threads that form their subjectivity, and with this understanding, challenge and change the social discourse that determines their identities. (Contains 11 references.) (CR)

ED 397 429 CS 215 395

Swaffield, Bruce C.
What Happens When Male Professors Enact Feminist Pedagogies?
PUB DATE- Mar 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; *College Faculty; Feminism; Higher Education; Sex Stereotypes; Student Attitudes; *Student Evaluation of Teacher Performance; *Student Reaction; Student

implementation, in the secondary English classroom. Contains 24 references. (Author)

ED 397 448 CS 215 424

Pullman, George L.
Beyond Rhetorical Theory.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Models; *Rhetoric; *Rhetorical Theory; *Theory Practice Relationship
IDENTIFIERS- *Bitzer (Lloyd); *Classical Rhetoric; Rhetorical Situation

If the idea is true that a theory is an abstract model that explains an objective phenomenon, where objective means anything that exists independent of individual human volition, then the best known example of such a rhetorical theory would be Lloyd Bitzer's famous rhetorical situation. Bitzer has argued that a rhetorical act comes into being when people respond in words to objectively recognizable structures which he calls exigencies. Exigencies are the critical moments in civic life when something needs to be said in order to do something that needs to be done. Bitzer, in effect, offers a rhetorical theory that is based on a stipulative definition of rhetoric. Thus, there is a secure definition of rhetoric and therefore a secure rhetorical theory. Bitzer invoked the long-standing presumption of the division between theory and practice which can be traced to Aristotle and Cicero. Plato left rhetoricians with the impression that if they are going to teach something, they have to break it down into first principles, because rational discourse needs valid definition. However, despite what tradition has taught, rhetorical theory cannot be separated from rhetorical practice, and the situation (institutionalized theorization) that brings rhetorical theory about is the rhetorical tradition itself. Thus, Bitzer's theory is a part of a rhetorical situation from the start. Therefore, the hope of a rhetorical theory in the sense of a disinterested description needs to be abandoned. (CR)

ED 397 449 CS 215 430

Root, Robert L., Jr.; Steinberg, Michael
Those Who Do, Can: Teachers Writing, Writers Teaching. A Sourcebook.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; *English Instruction; English Teachers; Fiction; Grammar; Journal Writing; Poetry; Professional Development; Public Education; Second Language Learning; Summer Programs; *Writing (Composition); *Writing Instruction; Writing Laboratories; Writing Teachers; *Writing Workshops

Based on a series of seven summer workshops on creative writing

Since the 1980s, shared decision making (SDM) has become a significant part of school-reform efforts. Advocates say that SDM will improve student learning, create teacher satisfaction, and develop new forms of leadership. This digest presents an overview of research that investigated whether SDM delivers on these promises. Studies indicate that so far there is little consistent evidence that SDM increases student achievement. Teachers generally report feelings of empowerment and are more likely to support collaborative decisions; however, SDM often creates conflict and difficult negotiations among participants. Principals often experience difficulties in changing their leadership roles and finding a balance between showing support and letting go. These early studies suggest that enthusiasm about SDM should be tempered with realism. (Contains 10 references.) (LMI)

ED 397 468 EA 027 687

Greene, Ravelle Lyn; Dutton, Jo Sargent
Educational Policy Reform As a Result of a Failed Political Initiative.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperative Planning; Educational Improvement; *Educational Policy; Educational Vouchers; Elementary Secondary Education; *Partnerships in Education; *Policy Formation; *Politics of Education; *School Choice; School Districts; State Legislation
IDENTIFIERS- *California

Most political scientists argue that the term "public policy" encompasses both the actions of government and the intentions that determine those actions. This paper presents an overview of theories about the sources of impetus for policy changes, reviews public policy formation about school choice at the national level and in California, and discusses the role of the initiative process in shaping California educational policy. It introduces the concept of "public entrepreneur" in the educational market place and describes the formation of an action coalition in California. The school-choice initiative, Proposition 174, was defeated in the November 1993 California elections. In response to concerns raised by the failed initiative, the superintendent of San Bernardino County formed a Community Coalition task force to develop school-improvement projects. Proposition 174 focused the attention of public administrators and elected officials on their constituents' concerns, created a broad-based coalition, and facilitated the evaluation and improvement of projects begun in response to issues raised by the campaign. (Contains 50 references.) (LMI)

ED 397 469 EA 027 688

Lee, Jaekyung
Multilevel Linkages of State Education Reform to Instructional Practices.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board Administrator Relationship; Elementary Secondary Education; Governance; *Governing Boards; Hispanic Americans; *Parent Participation; Parent School Relationship; *Policy Formation; *Politics of Education; School Community Relationship; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

When the Chicago School Reform Act was first passed, many worried that the legislation would usher adversarial politics into the school building. This paper describes parent and community involvement in school decision making at Sprague Elementary school, which serves 1,500 Latino students. The case study chronicles the school's development through three Local School Councils and three principals. Data were collected through participant observation and interviews with parents, community members, teachers, and principals. At the end of the first 2 years of reform, the school community was mired in an all-consuming war over power and control. However, the Sprague case illustrates a victory of "democratic localism" that crossed the lines of role, ethnicity, and class. The Sprague school community was poor but had strong social resources. Parents, community members, and teachers with no prior involvement in governance educated themselves about issues and the law. The election of the third school council contributed to a sense of continuity and stability that the school desperately needed. The battle energized the broader parent community, catalyzed their social resources, and focused their attention on issues of school improvement. Five years after the passage of reform, the school had an activist principal, a supportive council, a broader parent community, and a newly roused faculty. (Contains 27 references and 73 endnotes). (LMI)

ED 397 487 EA 027 722

Wehlage, Gary G.; Stone, Calvin R.
School-based Student and Family Services: Community and Bureaucracy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Bureaucracy; Cooperative Programs; Educationally Disadvantaged; Family Programs; *High Risk Students; Institutional Mission; Integrated Services; Intermediate Grades; Junior High Schools; Middle Schools; *Organizational Climate; *School Community Relationship; *School Organization; Social Services

The recent movement to integrate social services into schools to serve at-risk students is hampered by the proliferation of highly specialized human services. Each had different organizational approaches, one bureaucratic and the other communal. A study examined the Center on Organization and Restructuring of Schools' (CORS) data on 24 restructured schools to assess the impact of school organization (rather than specific restructuring features) on special programs that

Fogarty, Robin, Ed.
Year-Round Education: A Collection of Articles.
PUB DATE- 96
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Educational Quality; Elementary Secondary Education; *Extended School Year; Scheduling; *School Organization; *School Schedules; Time Blocks; Time Management; Year Round Schools

A current educational trend involves looking for ways to make the most efficient use of the time students spend in school. As schools embrace curricular reform, those on the front lines are reevaluating traditional beliefs about how schools are structured. This book contains a collection of articles that present information necessary to making a decision about implementing year-round education. Following the introduction, the first section consists of five articles that offer general information on year-round schools: (1) "Alternative Approaches to Organizing the School Day and Year: A National Commission Examines New Structures for Improving Student Learning" (Julia Anderson); (2) "YRE Basics: History, Methods, Concerns, Future" (Don Glines); (3) "YRE Rationale: Philosophy and Methods" (Don Glines); (4) "Year-Round Education: Impact on Support Services, Transportation, Operation, Facilities, and Maintenance" (James C. Bradford, Jr.); and (5) "Year-Round Education" (Sue E. Mutchler). The second set of essays presents authentic examples of year-round schools: (6) "Year-Round Schools: The Star of the Sea Model" (Paul S. Piper); (7) "Making Year-Round Education (YRE) Work in Your District: A Nationally Recognized Single Track High School Model" (James C. Bradford, Jr.); (8) "Year Round Schooling for Academically At-Risk Students: Outcomes and Perceptions of Participants in an Elementary Program" (Wallace D. Campbell); (9) "Year-Round Education: A Strategy for Overcrowded Schools" (Morton Inger); and (10) "Reinventing Community by Changing the Academic Calendar: Changing Time and the Consequences" (Robin Cash, Robert D. Becker, Frank Venturo, and Paul Edwards). The five articles in the final section focus on the change process that transforms the concept of YRE into reality: (11) "Quality Schools and the Myth of the Nine-Month School Year" (Larry L. Dlugosh); (12) "Year-Round Education: A Case for Change" (Teresa Arambula Greenfield); (13) "Opinions Regarding Year Round Education: A Survey Among the Public" (Kim VanderHooven); (14) "Year-Round Schooling as an Avenue to Major Structural Reform" (Patricia Gandara and Judy Fish); and (15) "Seven Rules to Year-Round Schooling: Research and Dialogue Make Implementation Possible" (Gar A. Knox). References accompany each chapter; an index is provided. (LMI)

ED 397 504 EA 027 740

Brouillette, Liane
A Geology of School Reform: The Successive Restructurings of a School District. SUNY Series, Restructuring and School Change.
PUB DATE- 96
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Curriculum Development;

students? This paper presents two points of view--one advocating the censorship of obscene language in literature and teaching in the public schools, and the other opposing it. The paper describes outcomes of court litigation regarding the rights of school boards and administration to remove books from schools following parental protest, teachers' verbalization of profanity, success of "right to read" groups in fighting removal of books from school libraries, teachers' right to discuss novels containing "bad" words, and teachers' assigning literature with offensive words. The paper argues that positive educational exposure of students to meritorious literature should not be limited by the dictates of special interest groups who seek to impose their beliefs on young people through the public schools. Dilution of the curriculum prevents students from grappling with moral and ideological issues intellectually before they contend with the same issues in real life. (LMI)

ED 397 522 EA 027 778

Attard, Paul A.; Buhagiar, Andrew J.
Secondary Education in Malta: Guide to Secondary Education in Europe.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Educational Assessment; Educational Finance; *Educational History; *Educational Policy; Foreign Countries; Postsecondary Education; *School Organization; *Secondary Education
IDENTIFIERS- *Malta

The Maltese islands consist of Malta, Gozo, and Comino and two tiny uninhabited islands, strategically located in the middle of the Mediterranean Sea. This handbook contains a brief description of secondary education in Malta. Following the introduction, section 1 provides an overview of the mission of the Ministry of Education and Human Resources, Malta's constitutional and legal framework, the state system of education, the student population, educational administration, and landmarks in the development of secondary education. Section 2 discusses the following issues: policy formation and educational innovation, educational finance, the varying educational tracks, absenteeism, curriculum, postsecondary education, evaluation and assessment, support services, school staff, the school year, salaries, and the European influence. Section 3 reports on efficiency and performance of the secondary education system; and the student population, student intake, and graduates at the University of Malta. The fourth section describes challenges to Malta's educational system, which include lifelong learning, information technology, national development and educational change, resource allocation, teacher shortage, decentralization, examinations and certification, and schools as community centers. Nineteen tables are included. (Contains 22 references.) (LMI)

ED 397 523 EA 027 780

Stevens, Floraline I.
The Need To Expand the Opportunity To Learn Conceptual Framework: Should Students, Parents, and School Resources Be Included?
PUB DATE- 96

(Contains 153 references.) (LMI)

ED 397 539 EA 027 935

Schultz, Tom; And Others
Early Childhood Reform in Seven Communities: Front-Line Practice, Agency Management, and Public Policy. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jun 95
NOTE- 157p.; For Volumes I-III of this particular study, see EA 027 934-936. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; *Early Intervention; *Educational Cooperation; Educational Finance; Family School Relationship; Federal Programs; Program Administration; Program Effectiveness; *Public Policy; Social Services; Young Children
IDENTIFIERS- *Studies of Education Reform (OERI)

The administration and funding of early childhood education programs has been the focus of recent policy debates. This volume is the second report of three, which are derived from a study that examined how local organizations implement complex government programs for early childhood education. The study analyzed and documented significant local examples of innovative and successful reforms in early childhood services. This volume contains seven narrative case studies of local early childhood initiatives, including Head Start grantees, local school districts, and child-care agencies. The case studies provide detailed descriptions of the community context, service strategies, organizational and fiscal attributes, and outcomes of each initiative. All projects serve children from birth to 5 years of age who are from families of low to moderate incomes; involve sponsorship by one or more state or federal programs; and include a significant component of outreach, involvement, and service to parents and other family members. The seven sites include: (1) Child Development, Inc. (Russellville, Arkansas); (2) Inn Circle, Inc. (Cedar Rapids, Iowa); (3) Sheltering Arms, Inc. (Atlanta, Georgia); (4) "The Parent Services Project (Fairfax, California); (5) James E. Biggs Early Childhood Center (Covington, Kentucky); (6) Jersey City, New Jersey Early Childhood Program; and (7) Family and Child Education (FACE) (Canoncito and Torreon, New Mexico). (LMI)

ED 397 540 EA 027 936

Lopez, Elena
Early Childhood Reform in Seven Communities: Front-Line Practice, Agency Management, and Public Policy. Volume III: Technical Appendix--Research Design and Methodology. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jun 95
NOTE- 29p.; For Volumes I-III of this particular study, see EA 027 934-936. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Classroom Techniques; Data Analysis; Data Collection; *Educational Change; Educational Policy; Elementary Education; Instructional Improvement; *Instructional Innovation; Junior High Schools; Mathematics Instruction; Middle Schools; Organizational Change; *Organizational Development; Reading Instruction; Research Design; Research Methodology; *School Restructuring; State School District Relationship; Teacher Effectiveness; Writing Instruction
IDENTIFIERS- *Studies of Education Reform (OERI)

A relatively systemic approach to education reform emerged in the 1990s as one way of addressing policy fragmentation. This volume, the last in a set of three, describes the research design of a study that sought to: (1) expand knowledge of state approaches to systemic education reform; (2) examine district, school, and teacher responses to state reform policies in a small number of reforming schools and school districts; (3) identify challenges at the state, district, school, and classroom levels to reforming education; (4) examine the capacity of the educational system to support education reform; and (5) provide guidance to policymakers at all levels of the education system as they design and implement education reform policies. The volume describes the study methodology--sample selection, data-collection instruments and activities, qualitative analysis, and quantitative analysis. Research questions focused on the elements of systemic reform, implementation, and capacity. Data were gathered through case studies of 12 schools located in 6 school districts in 3 states undertaking systemic reform--California, Michigan, and Vermont. Data were derived from interviews conducted at the state, district, and school levels; and from a survey of 60 teachers. The content focus was on mathematics in grades K-8 in all three states and on reading in Michigan and on writing in Vermont and California. Appendices contain the interview protocols and teacher questionnaire. (LMI)

ED 397 556 EA 027 952

Swanson, Judy
Systemic Reform in the Professionalism of Educators. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 169p.; For Volumes I-III of this particular study, see EA 027 952-954. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; Multivariate Analysis; *Partnerships in Education; *Professional Development; Program Effectiveness; Program Implementation; Teacher Improvement; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Studies of Education Reform (OERI)

A deeper understanding of the adult-learning process has produced a substantial consensus about the critical attributes that

Employment Patterns; Females; Graduate Surveys; *High School Graduates; High Schools; Income; Learning Disabilities; Longitudinal Studies; Males; Marital Status; Mothers; *Outcomes of Education; Place of Residence; Postsecondary Education; Quality of Life; Sex Differences; Special Education

This final report summarizes findings of the First Decade Project, which examined factors related to the successful transition from school to adult life for youth with disabilities. Subjects were two cohorts of graduates from 1985 and 1990, including all special education graduates (N=488) and randomly selected nondisabled graduates (N=610) from three school districts. A full 5 years of data on employment, income, postsecondary schooling, marital status, and living arrangement were collected on 299 special education students and 315 nondisabled students. Additionally, in-depth case studies were conducted on 26 graduates from the 1985 cohort. Major findings included: (1) males with learning disabilities were employed at almost the same rate, and in as well-paying jobs, as the nondisabled males; (2) females with learning disabilities were parenting at twice the rate of nondisabled females and many were single mothers on welfare; and (3) nondisabled subjects attended and graduated from college programs at a significantly higher rate than any sub-group of graduates with disabilities, who tended to attend vocational and other non-college postsecondary programs. The bulk of the document consists of appendixes providing additional project detail or products. These include: questionnaires, cohort summaries by disability, summaries by school district, a sample case study, and published and unpublished reports detailing the study's findings and methodology. (DB)

ED 397 574 EC 304 902

Trump, Gordon C.; Hange, Jane E.

Teacher Perceptions of and Strategies for Inclusion: A Regional Summary of Focus Group Interview Findings.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 96

NOTE- 258p.; For related documents, see EC 304 903-906.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Change Strategies; *Classroom Techniques; *Disabilities; *Educational Practices; Educational Strategies; Elementary Secondary Education; Focus Groups; Group Discussion; *Inclusive Schools; Inservice Teacher Education; Postsecondary Education; *Regular and Special Education Relationship; Resistance to Change; Special Education Teachers; *Teacher Attitudes; Teachers; Teaching Methods

IDENTIFIERS- Kentucky; Tennessee; Virginia; West Virginia

This project analyzed results of 16 focus group interviews with 144 special and regular education teachers concerning inclusive education of students with disabilities, including their concerns, obstacles they had encountered, effective strategies, inservice training they found helpful, suggestions for addressing inclusion in teacher preparation programs, and recommendations for inclusion implementors and policymakers. Teachers from four states (Kentucky, Tennessee, Virginia, and West Virginia) participated in the focus groups and also provided a collection of more than 100 instructional strategies. Obstacles encountered by these experienced teachers included negative attitudes toward inclusion from

National Science Foundation; Office of Special Education Programs; Office of Special Educ Rehabilitative Services; Rehabilitation Services Administration

This sourcebook provides information about multicultural access to federal projects, grants, and research and career enhancement opportunities for individuals, institutions, and agencies concerned with disability and rehabilitation. The sourcebook is divided into three sections. Section 1 contains a description of the U.S. Department of Education's Office of Special Education and Rehabilitative Services projects and programs, including the Office of Special Education Programs, Rehabilitation Services Administration, and the National Institute on Disability and Rehabilitation Research. Section 2 highlights minority programs in various federal agencies, including programs available through the National Science Foundation. Each program listing usually includes the program name; a descriptive annotation; and information on the federal agency/division supporting the program, who may apply for the program, and how to contact the program. Section 3 contains information on multicultural diversity resources. Listings include regional contacts for the Rehabilitation Services Administration, special centers, national agencies, and members of the Howard University (District of Columbia) Research & Training Center National Advisory Committee. (DB)

ED 397 591 EC 304 921

Walker, Sylvia, Ed.; And Others
Lifelong Transitions. Proceedings of the Annual Parent/Family Conference (3rd, Washington, District of Columbia, October 2-4, 1992).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Educational Legislation; *Education Work Relationship; Federal Legislation; *Federal Programs; Government Role; Housing; Individual Development; Labor Legislation; Long Range Planning; Parent Participation; Personal Autonomy; Public Policy; *Rehabilitation; Secondary Education; Self Determination; Special Education; Supported Employment; *Transitional Programs
IDENTIFIERS- Empowerment; Life Span Development; *Office of Special Educ Rehabilitative Services

This conference proceedings report focuses on the theme of "lifelong transitions" in the context of strengthening linkages between the Office of Special Education and Rehabilitative Services and parents and families of special needs students throughout the United States. Section 1 includes the following presentations: "Lifelong Transitions" (Robert R. Davila); "Transitions, Empowerment, and Independence: The National Institute on Disability and Rehabilitation Research's (NIDRR's) Role" (William McLaughlin); "Reauthorization of the Rehabilitation Act as It Relates to Transition" (Nell Carney); "IDEA (Individuals with Disabilities Education Act) Update" (Judith A. Schrag); "Transitions: A Personal Perspective" (George Covington); "Transition through the Lifespan" (Patricia McGill Smith); "Supported Employment" (Sharman Davis Jamison); "Housing: A Vital Component of the Transition Process" (Martha Ziegler); and "Empowerment and Decision Making through Group that the majority of employers did not have much experience hiring or working with disabled employees, though they reported willingness to hire employees with disabilities if able to do the assigned job. Employers were not aware of tax incentives for hiring people with disabilities. Recommendations address information needs of employers, planning for future surveys, instrument and interview design, and fieldwork considerations. Sample brochures for employers and a copy of the interview form are appended. (Contains 12 references.) (DB)

ED 397 609   EC 304 939

Nye, Chad; And Others
Assessing the Communicative Skills of American Indian Job Applicants during the Interview Process. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *American Indians; *Communication Skills; Cultural Differences; *Disabilities; *Employment Interviews; Evaluation Methods; Food Service; Hispanic Americans; Interpersonal Communication; *Job Applicants; Nonverbal Communication; Sex Differences; Skill Development; Training Methods; Verbal Communication; Whites

This project attempted to identify differences in the communicative skills of American Indians compared to other applicants for employment in the food service industry and conducted a demonstration training program to improve both verbal and nonverbal communication skills. The study developed out of a perceived lack of communicative competence when American Indians interact with non-Indians. Part 1 reports on results of evaluating the communication skills of 60 individuals, equally divided by sex and ethnicity (American Indian, Hispanic, Anglo) who were interviewed for a simulated position using the Vocational Decision-Making Interview (VDMI) Survey Instrument. This study found no statistically significant differences among groups on the VDMI, verbal characteristics, or nonverbal characteristics. Managers (n=3), however, indicated significant differences among groups in both verbal and nonverbal skills, with Hispanic individuals rated highest. Part 2 describes training in interview techniques provided to five American Indian adults with disabilities. Part 3 reports an analysis of sociolinguistic-discourse competence of 42 individuals (American Indian, Hispanic, and Anglo) in mock job interviews. This study found significant gender differences in use of laughter in the interview situation and a strong correlation between perceived verbal skills and assessed hireability. Appendices include training instruments, the interview protocol, and other project forms. (Contains 29 references.) (DB)

ED 397 610   EC 304 941

Rose, Patricia M.; And Others
An Analysis of the Navajo Nation Labor Market: Job Development for American Indians with Disabilities. Volume 4: Development of a Local Labor Market Analysis Model To Identify Employment Opportunities for Persons with Disabilities Living on Reservations. Final Report.

Guldemond); "Method and Group Effects on Learning Processes in Reading Comprehension" (T. Mooij, P. van den Eeden); "Effects of Class Composition and Instruction Quality in Mathematics" (J. Teruel, P. van den Eeden); "What Did They Say? Comments In Response to Research in Class and Group Composition" (J. L. Peschar); "Mature Citizens: a Cultural-Historical Orientation of the Pedagogy of M. J. Langeveld" (I. Weijers); "Teacher Professionalism Revisited" (D. Beijaard, J. J. Peters); "Attachment Representation in Educators in Relation to Attachment Style, Temperament, and Remembrance of their Own Education" (M. A. de Haas, M. J. Bakermans-Kranenburg, M. H. van Ijzendoorn); "'Teaching Girls To Educate Girls': A National Teachers College as Exponent of the Relationship between Professionalism and Gender in Dutch Education" (M. van Essen); "Stadium Theory in Musical Development" (C. Koopman); "Basic Pedagogical Research" (G. Snik, W. van Haaften, A. Tellings); "The Educator after Post Modernism" (P. Smeyers); "Workplace Conditions in Elementary Schools and the Professional Development of Teachers" (M. Clement; K. Staessens; R. Vandenberghe); "The Task-specific Character of Professional Isolation in Elementary School" (I. Bakkenes, K. de Brabander, J. Imants); "Political Control and Professionality" (J. Sayer); Methodology of the Education to Professional Teaching" (S. Janssens); "Reassessment of Professionality and Pedagogical Assignment" (C. Klaasens); and "Without a Ladder, but with Both Feet on the Ground" (G. Kelchtermans). (NAV)

ED 397 628 FL 023 028

Fremdsprachenlernen in der Grundschule (Foreign Language Learning in the Elementary School).
PUB DATE- 95
NOTE- 85p.
LANGUAGE- German
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Athletics; Educational Objectives; *Elementary Education; English (Second Language); Experiential Learning; Foreign Countries; French; Physical Education Teachers; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Germany

This journal issue offers six articles all on the theme of French and English foreign language learning in German elementary Schools: "Foreign Language Learning in the Elementary School: A Beginning" (Hartmut Breitkreuz); "Thoughts on the Commencement of Foreign Language Learning in the Elementary School" (Gundi Gompf); "Foreign Language Instruction in the Elementary Schools of Baden-Wuerttembergs" (Manfred Pelz); "Aspects of English-language Learning in the Elementary School: On the Concretization of a New Teaching Profession" (Hartmut Breitkreuz); "Early Foreign Language Learning in Sachsen. Goal-setting and Realization in English-Language Instruction" (Ursula Karbe); and "Concepts for French-Language Instruction in the Elementary School" (Roland Gassler). (NAV)

ED 397 629 FL 023 464

Bardos, Jeno
Models of Contemporary Foreign Language Teacher Training: Theory and Implementation (Sketch of a Vocation between 1988-1994).
PUB DATE- Nov 95
NOTE- 83p.; Thesis prepared for the habilitation procedure, University of Veszprem, Hungary.
LANGUAGE- English

PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; College Faculty; College Students; Cultural Context; Foreign Countries; Higher Education; *Intercultural Communication; *Interpersonal Communication; Language Patterns; Language Usage; Nonverbal Communication; Occupations; Sex Differences; Social Class; *Sociocultural Patterns; Teacher Student Relationship; Uncommonly Taught Languages; *Uzbek
IDENTIFIERS- Americans (United States); *Greetings; *Uzbeks

A descriptive and cross-cultural analysis of greeting forms, both verbal and nonverbal, used among Uzbek and American people is presented. Aspects discussed include: the general usage patterns of greeting forms; their frequency and distribution in particular social situations in relation to the speakers' profession, age, gender, and social position; social factors that influence choice of greeting form; social patterns of greeting forms; and common features and differences in greeting forms among undergraduate students and teachers in both Uzbek and American cultures. Data for the last analysis are drawn from observation and surveys at state universities in Uzbekistan and the United States. Situations observed included students and teachers meeting at work around the university, in corridors and classrooms, passing on the street, at ceremonies and informal social gatherings, and in dormitories. It is concluded that in both cultures, greetings are expressed both verbally and nonverbally; Uzbek verbal forms are characterized by their relative simplicity; nonverbal greetings are more complex than verbal ones in both cultures, but have differing patterns; and American patterns are relatively more formal and restrained. Contains 24 references. (MSE)

ED 397 649 FL 023 951

Kuntz, Patricia S.
Beliefs about Language Learning: The Horwitz Model.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; College Faculty; College Students; *Educational Attitudes; English (Second Language); French; German; Higher Education; *Language Attitudes; *Language Research; *Language Teachers; Linguistic Theory; Literature Reviews; Models; Second Language Learning; *Second Languages; Spanish; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Beliefs About Language Learning Inventory; *Horwitz (Elaine K)

Research on beliefs about second language learning based on a model designed by Elaine Horwitz is reviewed. The model is incorporated in the Beliefs About Language Learning Inventory (BALLI) developed for students of English as a Second Language, college students of commonly taught languages (French, German, Spanish), and college teachers of commonly taught languages. Creation of the BALLI is chronicled, with attention to the development of themes (foreign language aptitude, difficulty of language learning, nature of language learning, appropriate location, and form of ownership, 219 were visited and 210 completed questionnaires. Those 210 companies employed a total of 15,774 individuals throughout Ireland, with 73% employing fewer than 50 individuals. Of the employers surveyed, 73% had no training budget, 44% had a training plan, and only 31% of those with a training plan had a formal appraisal system. The most commonly offered types of training were as follows: quality training (38%); safety training (37%); new technology (48%); informal training delivered by more experienced employees (35%); and specific skills training (38%). Of the training conducted in firms, 25% was designed/delivered internally and 22% was designed/delivered by consultants. Although most employers indicated a desire for links with education, constructive linkage between education establishments and employers was found to be significantly lacking. (Contains 26 tables/figures. The interview questionnaires and employer survey are appended.) (MN)

ED 397 227 CE 071 981

Survey of Micro Enterprise.
PUB DATE- Jul 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Agency Role; Blacks; *Business Education; *Educational Attitudes; *Educational Needs; *Educational Opportunities; *Entrepreneurship; Foreign Countries; Government Role; Private Agencies; Private Sector; Public Agencies; *Small Businesses; Tables (Data); Training; Voluntary Agencies
IDENTIFIERS- Government Business Relationship; *Ireland

Government support of microenterprise/entrepreneurship in Ireland was examined through structured interviews with 81 of 120 microentrepreneurs (68% response rate) identified as clients of local enterprise support agencies and/or completers of enterprise training and structured interviews with representatives of 25 local, voluntary, and private sector agencies that assist microentrepreneurs (100% response rate). Most entrepreneurs demonstrated little awareness of the wide range of services available to microenterprise in Ireland, and most were ineligible for public agency assistance simply because of their size. Of the 11 types of assistance requested by entrepreneurs, financial assistance was requested most often (77%) and training was requested least often (2%). Only 7% of the entrepreneurs had undertaken formal training since starting their business. Despite the nearly total lack of formal training among respondents, many were engaging in learning from other sources (local agency assistance, mentors, other entrepreneurs, trade magazines, trade shows/exhibitions, membership in professional bodies, and further education). It was recommended that more efforts be made to meet the special needs of Black entrepreneurs and that coordination among public agencies serving microenterprise be improved. (Contains 24 tables/figures. The interview questions are appended.) (MN)

ED 397 228 CE 071 982

Vocational Preparation & Training Programme. Evaluation Report.
PUB DATE- Aug 94
NOTE- 147p.
LANGUAGE- English

Professionnelles (BEP). A common mathematics core curriculum is specified for all CAP students, regardless of specialty. More specialized mathematics is taught related to the student's vocational area. Individual teachers can and do restructure the curriculum to fit the abilities and prior achievement of the particular class and their vocational requirements. Research shows that French vocational students improve their mathematics in a system that demands high standards of students. In higher-level vocational courses (Vocational Baccalaureat), the mathematics objectives are more specialized, reflecting a definite choice of vocational area by the candidate. French vocational students have an incentive to work hard at the general education part of their courses because of the role these play in opening up future opportunities to them. By contrast, British courses of postcompulsory education increasingly conform to established practice at advanced level in not requiring the study of mathematics in postcompulsory education. This neglect of a core subject area hinders progression within the qualifications systems, depresses attainment, and lowers aspirations of both teachers and students. (Contains 57 endnotes.) (YLB)

ED 397 246   CE 072 048

Wolf, Alison
Failures and Reform in Mathematics Education: The Case of Engineering. National Institute Briefing Note No. 5.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Change; *Engineering Education; Foreign Countries; Higher Education; *Mathematics Education; Standards; Vocational Education
IDENTIFIERS- Advanced Level Examination; *Great Britain

The structure of education for 16- to 18-year-olds in Great Britain discourages them from making mathematics, science, and engineering serious options for future study. The emerging structure of the labor market, in which a large proportion of high-status jobs do not require higher mathematics, increases the numbers who decide not to commit themselves to specific mathematics/science/engineering choices. Reforms that maximize rather than minimize the potential pool of engineering higher education entrants involve an examination of the level and consistency of mathematics provision within engineering and preengineering courses and a rethinking of the new General National Vocational Qualifications (GNVQs). A-level (advanced-level) mathematics poses problems for engineering recruitment because of the uniquely specialized nature of A-level choice and the perceived difficulty. If A levels remain unreformed, alternative ways of continuing mathematics learning beyond high school are needed. The most popular alternative to A levels in full-time study is one of the Business and Technology Education Council courses in which few students receive formal mathematics instruction. Current government policy envisions that GNVQs will become the major alternative to A levels. Unfortunately, GNVQs may lower the level of mathematics learned. Options for mathematics provision in postcompulsory education include the following: separate mathematics teaching in GNVQs, intermediate mathematics qualifications, A-level reform, and a change in higher education entry requirements. (YLB) develop a resume; (10) complete the job application process; (11) demonstrate interviewing skills; (12) secure employment; (13) analyze the organizational structure of the workplace; (14) demonstrate accepted social and work behaviors; (15) demonstrate knowledge regarding diverse technology issues; (16) adapt to change; (17) analyze the importance of making informed personal financial decisions; (18) analyze the effects of family on work; (19) analyze the effects of work on family; (20) exercise the rights and responsibilities of citizenship in the workplace; (21) demonstrate effective teamwork skills; (22) use effective communication skills; and (23) evaluate the role of small business. (Some skills have more than one assessment.) The document also contains a key to the performance assessments, a blank performance assessment for developing assessments, a performance assessment critique, and an order form. (KC)

ED 397 264   CE 072 099

Charraud, Anne-Marie; And Others
Continuing Training Providers: Activities, Aims and Publics.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Educational Opportunities; Foreign Countries; Postsecondary Education; Program Implementation; Public Policy; *Trainers; *Training; Training Methods
IDENTIFIERS- *France

The variety and growing number of continuing training providers in France have led the government to question whether these bodies constitute full-fledged service producers functioning in a market situation. In the absence of quality standards and rules governing competition, many questions arise as to the ways it is to be implemented and developed. Such concerns led to a special survey of French training providers. The survey was based on a sampling of 645 training bodies and the activities they carried out in 1993. The qualitative data were collected through interviews with the heads of the institutions concerned, and the quantitative data were obtained through questionnaires. Some of the findings of the survey were as follows: (1) 33 percent of the training was provided by nonprofit organizations, 26 percent by public organizations, 18 percent by private organizations, 15 percent was company related, and 9 percent was semipublic; (2) the nonprofit and the private trainers were the fastest-growing segments of the training market; (3) the training market tends to be made up of small units with a relatively diversified training supply and a concern for enlarging their offering beyond an initial base of activities; (4) training providers tend to be specialized; (5) training providers can provide training related to personal development, to manufacturing and other fields at the baccalaureate level or higher, and to salaried employees--either at higher levels or without regard to levels; and (6) most training providers operate in a limited geographic area. (KC)

ED 397 265   CE 072 101

Mashaw, Jerry L., Ed.; And Others
Disability, Work and Cash Benefits.

advanced electricity; and equipment operation, maintenance, and repairs. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 282 CE 072 167

Mississippi Curriculum Framework for Forestry (Program CIP: 03.0401--Forest Harvesting and Production Technology). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 83p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agricultural Education; Agronomy; Behavioral Objectives; Careers; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; *Forestry; Forestry Occupations; *Land Use; Leadership; *Lumber Industry; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; Trees; Vocational Education
IDENTIFIERS- Future Farmers of America; Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for forestry I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in forestry I are as follows: exploring the world of forestry, leadership/Future Farmers of America (FFA) activities, forest safety, tree growth and stand development, dendrology, forest surveying and mapping, legal land description, tree and log measurements, and introduction to timber cruising. Units in forestry II include the following: identify forests and forest products, employability skills/FFA activities, forest management practices, advanced timber cruising, timber marketing, timber harvesting, reforestation, forest fire management, and forest insects and disease. A list is provided of recommended tools and equipment for a class of 20 students. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 283 CE 072 168

Mississippi Curriculum Framework for Forestry Technology (Program CIP: 03.0401--Forest Harvesting and Production Technology). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 73p.; For related documents, see CE 072 162-231.

Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 62p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Anatomy; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; State Curriculum Guides; Statewide Planning; *Surgery; *Surgical Technicians; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the surgical technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies for the program, and section II consists of outlines for each of the following courses in the sequence: fundamentals of surgical technology; principles of surgical technique; surgical anatomy; surgical microbiology; basic and related surgical procedures; specialized surgical procedures; advanced surgical procedures; and related academic courses--anatomy and physiology I and II, microbiology, general chemistry I, general chemistry lab I, general biology I and II, college algebra, child psychology, adolescent psychology, nutrition, personal and community health I and II, and marriage and family. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 300 CE 072 185

Mississippi Curriculum Framework for Veterinary Technology (Program CIP: 51.0808--Veterinarian Asst./Animal Health). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 69p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; Medical Laboratory Assistants; State Curriculum Guides; Statewide Planning; Surgical Technicians; Technical Institutes; Two Year Colleges; *Veterinary Assistants; *Veterinary Medicine
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the veterinary technology program. Presented in the introductory section are a of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each course in the sequence. Veterinary technology courses include computerized engine controls; steering and suspension systems; and wheel alignment. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 317 CE 072 202

Mississippi Curriculum Framework for Collision Repair Technology (Program CIP: 47.0603--Auto/Autobody Repair). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 70p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; *Auto Mechanics; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Hand Tools; Leadership; *Motor Vehicles; Painting (Industrial Arts); Repair; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the collision repair technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequences for 1- and 2-year certificates. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: restraint systems and interior trim; bolted units, assemblies, and electrical systems; glass and related hardware installation and sealing; automotive body welding and cutting; refinishing I and II; sheet metal repair; body panel and upper body structural repair I; refinishing III; body panel and upper body structural repair II; frame and underbody structural repair I and II; fiberglass and plastic repair; collision analysis and estimation; shop operations and procedures; special problem in collision repair technology; and work-based learning in collision repair technology. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 318 CE 072 203

Mississippi Curriculum Framework for Diesel Equipment Repair & Service (Program CIP: 47.0605--Diesel Engine Mechanic & Repairer). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 71p.; For related documents, see CE 072 162-231.
LANGUAGE- English

ED 397 334 CE 072 219

Mississippi Curriculum Framework for Marketing and Fashion Merchandising (Program CIP: 08.0705--General Retailing Operations). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 115p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Career Development; Careers; Classroom Techniques; Clothing; Competence; *Competency Based Education; Core Curriculum; *Distributive Education; Educational Equipment; Employment Qualifications; *Entrepreneurship; *Fashion Industry; Human Relations; Leadership; *Marketing; Secondary Education; *Small Businesses; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for marketing I-II and fashion merchandising. Presented first are a program description and course outlines. Section I contains curriculum frameworks for the three courses, and section II contains outlines of the instructional units required in each course. Marketing I has 11 units: orientation, marketing and economic fundamentals, human relations, communications, math, selling, merchandising/inventory control, credit, promotion, career development/employability skills and entrepreneurship. Marketing II has eight units: economics, principles of management, store layout, store security, trading area, buying/merchandising selection, stock and inventory control, and promoting a small business. Fashion merchandising has 11 units: orientation, introduction, the movement of fashion, textiles and fibers, selling fashion apparel, fashion advertising, fashion through display, the buyer and fashion buying, merchandising math, fashion show, and employment in retailing. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for the courses. (YLB)

ED 397 335 CE 072 220

Mississippi Curriculum Framework for Postsecondary Funeral Services Technology Programs (Program CIP: 12.0301--Funeral Service and Mortuary Science). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 62p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Accounting; Anatomy; Behavioral

The sexual harassment experienced by a sample of women (N=154) in a university setting was compared with the sexual harassment experienced by them in a workplace setting. Results appeared to support the following generalizations: (1) there is greater gender harassment, unwanted sexual attention, and sexual coercion in the workplace setting than in the university setting; (2) there is a relationship between employed female students reporting gender harassment, unwanted sexual attention, and sexual coercion in the university and reporting gender harassment, unwanted sexual attention, and sexual coercion in the workplace; (3) employed female student classification, age, and major should be interpreted concurrently for gender harassment and for unwanted sexual attention in the workplace setting; (4) employed female student classification and age should be interpreted concurrently for sexual coercion in the workplace setting; (5) employed female student classification and occupational type should be interpreted concurrently for sexual coercion in the university setting; (6) employed female student age and occupational type should be interpreted concurrently for sexual coercion in the university setting; and (7) employed female student major and occupational type should be interpreted concurrently for gender harassment and sexual coercion in the university setting. Six tables and seven figures present data and statistical analysis. Three appendices present documentation and instruments used in the study. Contains 42 references. (TS)

ED 397 351 CG 027 163

Petty, Steve
Fear of Success.
PUB DATE- 92
NOTE- 59p.; Master's Thesis, Fort Hays State University. For a thesis having the same title, submitted to the same school, but dealing with college level subjects, see ED 354 430.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Need; *Adolescents; Aspiration; *Fear of Success; Goal Orientation; High Schools; *High School Students; Motivation; Personality Assessment; *Self Efficacy; *Self Esteem; Self Motivation; Success; *Underachievement

Fear of success in a group of high school students (N=127) was studied, with research findings supporting the following generalizations: (1) high school students with an intermediate level of self-esteem have greater fear of success than those with high and low levels of self-esteem; (2) high school students with BSRI (Bem Sex Role Inventory) classifications of "androgynous" have greater fear of success than those with classifications of "undifferentiated"; (3) gender and age should be interpreted concurrently in examining subjects' fear of success; (4) the family structure in which high school students are living is not associated with fear of success; (5) employment status of high school students is not associated with fear of success; and (6) the population of high school students displays above average levels of fear of success. Six appendices present documentation and instruments used in this study; three tables present data and statistical analysis. Contains 18 references. (TS)

ED 397 352 CG 027 167

ED 397 372 CG 027 233

Quici, Frederick L.; And Others
Does Training Parents with Defiant Children Really Work? Seven Years of Data.
PUB DATE- 16 Mar 96
NOTE- 13p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Disorders; *Child Behavior; Elementary Secondary Education; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Materials; Parent Workshops; Program Descriptions; Program Evaluation

Now in its seventh year, the Clinical Parenting class, aimed at parents of children with attention deficit hyperactivity disorder (ADHD), is offered twice a year and attracts an average of 130 attendees at each initial orientation session. The presentation format is quick paced and lively, as presenters are aware of the possibility that many in the audience have "donated" their genetic proclivity toward ADHD. Goals of the parent training series are to: (1) improve parental management skills, and competencies in dealing with child behavioral problems, particularly noncompliance; (2) increase parental knowledge of the causes of childhood misbehavior and the principles and concepts underlying the social learning of such behavior; (3) improve child compliance to commands and rules given by parents; and (4) improve parent and child relationship. More than 800 parents have completed the program. In this program evaluation study, the majority of the 388 parents who completed project questionnaires were 31 to 40 years of age. Sixty-six percent of the program participants rated the program either a four or five based on a five-point scale. it is hoped that other practitioners and administrators will pursue similar programs as a service to their community of parents and children. (JBJ)

ED 397 373 CG 027 234

Parker-Price, Susan; Claxton, Amy F.
Teachers' Perceptions of Gender Differences in Students.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; Sex Differences; *Sex Stereotypes; *Social Cognition; *Teacher Attitudes; *Teacher Behavior; Teachers
IDENTIFIERS- Kansas

Sex stereotyping attitudes and behaviors of educators have been cited as particularly important influences on the development of gender differences in childhood and adolescence. Because teachers' attitudes, beliefs, and perceptions of gender differences may impact the formation of students' confidence in academic subjects and school in general, the perceptions that

(Arlene Mitchell and Gladys Graham). (RS)

ED 397 391 CS 012 518

Hittleman, Carol G.; Hittleman, Daniel R.
Grandparents and Grandchildren in Children's Literature: Interactions That Enhance Learning.
PUB DATE- Jul 96
NOTE- 23p.; Paper presented at the World Congress on Reading (Prague, Czech Republic, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Family Influence; Family Role; *Grandchildren; *Grandparents; Intermediate Grades; Language Arts; Learning Motivation; Learning Processes; Middle Schools; Primary Education; *Social Studies; Thematic Approach; Units of Study
IDENTIFIERS- Aesthetic Reading; *Grandparent Grandchild Relationship; Intergenerational Relationship; *Response to Literature; Technology Integration

This paper focuses on how social studies content and concepts can be explored through literature in which grandparents and grandchildren interact. The paper emphasizes that, through the intergenerational relationship, children can encounter and explore life in general, increasing their understanding of their own portion of the world and of themselves. The paper offers models for developing thematic units in primary, intermediate, and middle school grades, and the evaluation of literature selections, which includes six broad and overlapping purposes; (1) experiencing the "grand" relationship; (2) learning family stories; (3) preserving memories; (4) understanding intergenerational differences; (5) transmitting history; and (6) acquiring family and general culture; and includes a list of suggested book titles. The paper presents ways of integrating curricula and organizing instruction in these thematic units and lists the components of a typical unit: theme, content, concepts, literature, literature responses, literature strategies, and technology. The paper offers further guidelines to consider when selecting literature for use in social studies and language arts instruction: accuracy and authenticity; accuracy and truth; content and perspective; and style, organization, illustrations, and format. (Contains 4 figures on thematic units and 11 references; also contains 23 literature titles and 8 software titles.) (CR)

ED 397 392 CS 012 520

Walsh, Natalie
Easy Bookmaking: Thematic Pop-Ups, Cards, and Shape Books.
PUB DATE- 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; *Creative Activities; *Creative Development; *Integrated Curriculum; Learning Activities; Primary Education; Student Development; Student Participation; *Student Projects; Student Publications; *Thematic Approach
IDENTIFIERS- *Book Production

*Cultural Differences; English (Second Language); Higher Education; *Language Role; *Nonstandard Dialects; Racial Bias; Rural Areas; Social Class; *Standard Spoken Usage; Student Needs
IDENTIFIERS- *Appalachia; *Educational Issues

English instructors often find themselves in a position of upholding what they realize is an institutional form of racism and classism. Such "standards" presuppose a "correct" language form, one that is often stultifying and unchanging. In today's college classrooms, many English as a Second Language students appear whose intelligence is unquestioned, but whom many teachers expect to write in solely American "academic English" convention. In "Talking Back," bell hooks relates that despite a lack of Black women teachers in English departments and despite overt and institutional racism in the predominantly White classrooms in which she was a student, she determined not to become an oppressor. English instructors must read student papers as whole written thoughts worthy of consideration, re-see their visions of language, and understand the hidden agendas of language use just as they have come to see the hidden curriculum in schools. They must realize, as the movie "American Tongues" points out, that all students come from dialectical backgrounds, some of these backgrounds having very entrenched systems of thought. Contains 43 references. (TB)

ED 397 412 CS 215 332

Griffith, Kevin
First-Year Composition and Student Retention: The Neglected Goal.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Freshman Composition; Higher Education; *School Holding Power; *Student Attrition; *Student Needs; Writing Assignments
IDENTIFIERS- *Educational Issues

Administrators at both state-funded and tuition-driven private institutions are now adhering to a bottom-line approach to education. In many cases, budget-minded administrators refuse to move forward on any educational initiative until this question is addressed: "What are you doing to encourage retention?" It is becoming clear that directors and teachers of composition must either implicitly or explicitly deal with the retention issue if their programs are to survive. The general curriculum of the first-year composition course and the pedagogical principles in that course already address the retention problem in many ways. Several studies have shown that both the degree of student contact with faculty and the degree of peer involvement correlate with the rate of retention. Composition courses encourage student contact with faculty through conferences, good student-teacher ratios, and through the redefinition of the role of the teacher as one who facilitates and advises. Composition courses also take the lead in peer group activities through peer editing, peer evaluation, small group discussion and collaborative writing. Instructors and directors may want to infuse into the composition course particular assignments that are relevant to retention, for example, a group paper concentrating on the transition from high school to college. (TB)

Surveys; Teacher Behavior; Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; *Teaching Styles; Writing Instruction
IDENTIFIERS- *Feminist Pedagogy; *Male Faculty

What occurs when male and female teachers violate accepted conventions of the writing classroom by assuming untraditional roles? Numerous studies have shown that when people exhibit behavior contrary to the normal gender-based expectations, the results are less than positive. For the college professor who does not act according to the usual rituals of the classroom, the effect can be disconcerting and frustrating; both the student and the teacher may experience difficulties in interaction, communication, and collaboration. When male professors step out of their traditional and stereotypical roles and become more sensitive to student needs, a shift in classroom behavior occurs as students realize that "individuals do not always fit the patterns associated with their gender." Recent research supports three primary conclusions: male professors in this new role actually receive higher marks than female colleagues on being more "concerned" about students both inside and outside the classroom; because of differences in teaching style, male professors were more harshly criticized than female professors for not acting according to "sex-class linked" behavior; and overall teaching effectiveness was discerned as being inferior to similar courses taught by more traditional male professors. (Contains eight references; survey question with results is appended.) (Author/CR)

ED 397 430 CS 215 397

Abbott, Marti; Polk, Betty Jane
Celebrating Our Diversity: Using Multicultural Literature to Promote Cultural Awareness Grades 3-6.
PUB DATE- 95
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Class Activities; Critical Thinking; Cultural Activities; *Cultural Awareness; Cultural Interrelationships; *Cultural Pluralism; Elementary Education; Global Approach; Learning Activities; Learning Processes; Learning Strategies; *Multicultural Education
IDENTIFIERS- *Commonality; *Multicultural Materials

This book enables teachers to provide students in grades 3-6 with a look into the diversity of the United States, as well as around the world, through multicultural literature. The book is divided into three general sections: Diversity in Common Experiences; Diversity in America; and Diversity around the World. For each story from a different culture, the book gives a synopsis, background, four topics of discussion to deepen understanding, and four activities to extend students' experience of a culture with which they may not be familiar. The "around the world" section in the book includes such activities as: writing about experiences, making star maps, preparation of an ethnic food, learning an ethnic dance, learning a few words of a different language, and making such items as simulated stone carvings and "pinatas." The book offers creative activities and critical thinking questions to accompany over 40 selected multicultural books and stories. It is intended to help students grow in understanding themselves and others as they experience the commonalities shared by all cultures and the special differences that make each culture and pedagogy, this book offers an "inside-out" approach to teaching and writing, an approach that teachers can use for personal growth and self-enrichment as well as for application and inspiration in their public school classrooms. Essays in the book are: (1) "'The Writing's for Us': Granting Ourselves Permission through Personal Narratives" (Michael Steinberg); (2) "Writing the Outdoors: From Journals to Essays" (Robert L. Root, Jr.); (3) "Of Road Kill and Community History: Exploring the Past and Present through Writing" (Stephen N. Tchudi); (4) "Making Poetry: In Search of the Delicate Balance" (Gloria Nixon-John); (5) "Shape, Sound, Form: Crafts from Which to Sing a Poem" (Anne-Marie Oomen and Ruth Nathan); (6) "What We Talk about When We Talk about Writing Fiction" (John Smolens); (7) "Courting the Notion: Anecdotal Writing for Self-Enrichment" (Alan Weber); (8) "Inviting Success: Ways into the Writer Engagement" (Paul Wolbrink); (9) "The Individual Conference in the Writing Center" (John S. Dinan); (10) "Response Groups in the Writing Center" (Michael Bacon); (11) "Creating Our Own: Writing about Literature in Expressive and Imaginative Forms" (Michael Steinberg); (12) "'Well, I Was Born in a Small Town': Popular Media in the Language Arts Classroom" (Robert L. Root, Jr.); (13) "Talking to Yourself in the Car Is Okay: A Workshop about Writing Monologues and Dialogues" (Anne-Marie Oomen); (14) "Going Where the Lightning Is: Fifteen Ways to Start Writing" (Paul Wolbrink); (15) "Writing and Grammar: Bridging the Controversy" (Alan Weber); and (16) "English through the Open Door: Foreign Language in English Language Study" (Marguerite Cotto). Appendixes present examples of teachers' writing, excerpts of learning and reading logs, teaching ideas, and two personal views on organizing and administrating a writing conference by teachers who are also workshop administrators. Contains 35 references. (RS)

ED 397 450   CS 215 432

Fulkerson, Richard
Teaching the Argument in Writing.
PUB DATE- 96
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Critical Thinking; Higher Education; High Schools; *Language Usage; Logic; *Persuasive Discourse; *Speech Communication; Student Needs; Theory Practice Relationship; *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Classical Rhetoric; *Rhetorical Strategies; Toulmins Model

This book focuses on how to teach, analyze, and assess arguments. The book merges current thinking on argumentation from the fields of composition, rhetoric, speech, logic, and critical thinking. Noting that teaching students how to argue is largely the responsibility of writing and speech teachers, this book builds the case for teachers' learning argumentation and how to teach it by showing how pervasive arguments are, even in writing that is supposedly expository or descriptive in nature. Drawing on the work of Habermas, Heidegger, Perelman, Dewey, and Toulmin to build a theoretical foundation for its practices, the book nevertheless keeps "theory talk" to a minimum and explains concepts related to logic and argumentation clearly and fully. Designed for preparing writing teachers at both high school and college levels, the book uses

1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Educational Policy; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; Mathematics Instruction; Models; *Policy Formation; *State Action; State Legislation
IDENTIFIERS- *California; *Minnesota

Content-driven systemic school reform emerged in recent years as a major policy alternative in the United States. Major reforms include the establishment of state curriculum frameworks, the development of student assessments, and the adoption of new textbooks tied to the curriculum frameworks. Because successful implementation of content-driven reform depends on the linkages between state-level policymaking and school-level policy implementation, the central question is how state policies have changed the ways in which classroom activities are organized and managed by teachers. This paper presents findings of a study that investigated the multilevel linkages of state education reform to instructional practices in mathematics. Four stages of empirical analyses were conducted with a combination of the following survey data: the 1992 Council of Chief State School Officers (CCSSO) state survey, the 1990 and 1992 National Assessment of Educational Progress Trial State Assessment (NAEP TSA) eighth-grade school survey, and the 1990-91 Schools and Staffing Survey (SASS) public school administrator survey. The data suggest that current state curriculum frameworks need to be aligned with instructional materials as well as with student assessments. The findings also imply that policy implementation is a dynamic organizational process of interactions between policy characteristics and the institutional setting in a multilayered school system. Thus, systemic school reform needs to formulate desired connections between organizational levels in normative, structural, and functional arenas. The findings further suggest that the impacts of state curriculum and testing mandates on pedagogical practices between 1990 and 1992 were not substantial. Lastly, a comparison of educational outcomes in California and Minnesota showed that California's content-driven reforms have led to more successful instructional change than have Minnesota's outcome-based reforms. Four figures and 10 tables are included. Appendices contain descriptions of school- and state-level predictors. (Contains 35 references.) (LMI)

ED 397 470 EA 027 690

Plecki, Margaret L.
Current Conditions in Washington State School Finance.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Educational Finance; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Expenditures; *Income; Property Taxes; *Public Schools; *Resource Allocation; State Legislation

provide social, health, and career-development services for students at risk. Two schools from the CORS data were selected for indepth study: a middle school and a high school. A conclusion is that simply adding school-improvement services to bureaucratically organized schools is unlikely to prove effective. A focused vision and shared responsibility appear to be essential to building school community. (Contains 11 references.) (LMI)

ED 397 488 EA 027 723

Wehlage, Gary G.; And Others
Support from External Agencies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 32p.; In: Fred M. Newmann & Associates. "Restructuring for Authentic Student Achievement: The Impact of Culture and Structure in 24 Schools," Chapter 11. San Francisco, Jossey-Bass, 1996.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Charter Schools; Elementary Secondary Education; Institutional Autonomy; *Organizational Climate; School Organization; *School Restructuring; *Staff Development
IDENTIFIERS- *Deregulation

Nested in a complex environment of expectations, regulations, professional standards, and historical traditions, schools are the object of many influences. The main question of this paper is: To what extent and under what conditions do external agents help schools develop intellectual quality and strong professional communities? The paper examines data from the Center on Organization and Restructuring of Schools' (CORS') School Restructuring Study, which focused on 24 schools undergoing restructuring. The findings provide insights about the relationship between school structures and the schools' professional cultures. Three forms of assistance by external agents were found to have the potential to promote intellectual quality and professional community: sustained schoolwide staff development; standard-setting aimed at learning of high intellectual quality; and deregulation. By itself an external agent could not successfully transform an unfocused, fragmented school into one characterized by intellectual quality and professional community. Those schools whose culture already predisposed them to consider issues of intellectual quality and professional community found productive ways to use the resources and opportunities offered by external agents. In short, successful reform depended on interaction between positive aspects of culture and structure. However, independent developers, districts, states, and parents provided important technical assistance, funding, and political support. Each of the 24 restructuring schools experienced some positive influence from external agents. The most successful schools had basic cultural features that combined with structural autonomy to allow them to flourish at the margins of their educational systems. (Contains three references and four endnotes.) (LMI)

ED 397 489 EA 027 724

Smith, Julia; Lee, Valerie
High School Restructuring and the Equitable Distribution of Achievement. Revised.

*Educational Change; Educational History; Educational Philosophy; Elementary Secondary Education; *Participative Decision Making; *Policy Formation; Politics of Education; Public Opinion; School Districts; *School Restructuring

Since the 1960s, a dizzying array of educational reforms have been introduced in school districts across the United States. This book describes a study that focused on how successive waves of reform interacted within a single school district. The study follows the suburban Cottonwood School District from its beginnings in the early 1950s through the early 1990s. The study examines the multiple misunderstandings that occurred, over a period of four decades, among individuals whose formative experiences with public schools were shaped by widely differing historical circumstances and philosophical perspectives. Data were derived from document analysis; observation; and interviews with and a survey of school board members, administrators, teachers, support personnel, and community members. Following the introduction, chapter 2 outlines how the shared decision-making process was intended to operate within the site-based environment established by the most recent superintendent. Chapter 3 explores the historical bedrock upon which later events in the district were built. The fourth chapter traces the reforms implemented by the superintendent who served during 1972-82. He was a strong believer in Management by Objectives, Mastery Learning, and criterion-referenced testing. The district-level organizational structure that evolved out of the shared decision-making process is described in chapter 5. It discusses strategic planning efforts, curriculum development, and how usage of the term "performance based" came to refer to complex activities requiring higher order thinking skills. Chapter 6 focuses on how the district implemented its new curriculum framework in a site-based environment. The seventh chapter traces the differing paths that the district's three high schools have followed since implementation of site-based decision making. Chapter 8 discusses the use of shared decision making to address districtwide concerns, such as high school attendance and budget cuts. The final chapter describes how the differing lenses through which various groups have viewed major issues have created misunderstandings. Four tables and an index are included. (Contains 48 references.) (LMI)

ED 397 505   EA 027 741

Gallagher-Polite, Mary M.; And Others
Turning Points in Middle Schools: Strategic Transitions for Educators.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Adolescents; *Educational Change; Educational Philosophy; Institutional Mission; Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Climate; Participative Decision Making; *School Culture

This book follows a ficticious school community called "Dewey Middle School" in its transition from a traditional junior high school to a middle school. The stories were conceptualized around recommendations made in the 1989 report, "Turning Points: Preparing American Youth for the 21st Century." The

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Economically Disadvantaged; *Educational Improvement; Educationally Disadvantaged; Educational Quality; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; *Learning Strategies; Student Behavior; *Teaching Methods
IDENTIFIERS- *Opportunity to Learn

Opportunity-to-Learn (OTL) benefits all students by providing information about how to improve the academic achievement of students, especially poor and minority students. This paper discusses ways in which the OTL conceptual framework can be expanded. OTL's conceptual framework identified four variables that have a powerful influence on teachers' teaching practices and student learning--content coverage, content exposure, content emphasis, and equality of instructional delivery. In 1995, the OTL framework was expanded to include the variables of family support for students' academic behavior, school support for students' academic behavior, and school support for students' behavior. The paper highlights ways to connect research information to classroom practices--through teacher logs, structured observations, surveys, interval testing, and small assessment tasks. Use of the expanded OTL framework provides guided inquiry for educators to determine how well students are being served and to improve the efforts of teachers and parents, which in turn should increase the academic achievement of all students. (Contains 25 references.) (LMI)

ED 397 524 EA 027 784

Hart, Ann W.; And Others
Problem-Solving Errors of Educational Leaders.
PUB DATE- Apr 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; Administrator Role; *Decision Making; *Decision Making Skills; Elementary Secondary Education; *Problem Solving

Problem solving is one of the most important skills that new and developing professionals must learn. The process is complex, involving information scanning, problem identification, and feedback processes requiring synthesis, interim assessments, problem error recognition and rectification, and timely and appropriate conclusions. This study used subject narratives to examine problem-solving errors of 10 novice and 10 experienced educational leaders to explore differences between the two groups' successful and less successful experiences. The study also examined the conscious and systematic learning of educational administrators in professional practice through their narrative and reflection. The differences between novices and experts emphasized the critical part that feedback from the context, recognition of errors or positive progress, and adjustment play in successful problem-solving processes in complex social settings. The data strongly suggest that administrative experiences, especially those that practitioners reflect upon and subsequently integrate into a personalized

DESCRIPTORS- *Early Childhood Education; *Early Intervention; *Educational Cooperation; Educational Finance; Family School Relationship; Federal Programs; Program Administration; Program Effectiveness; *Public Policy; Social Services; Young Children
IDENTIFIERS- *Studies of Education Reform (OERI)

The administration and funding of early childhood education programs has engendered recent federal policy debates. This volume is the third report in a series of three, which are derived from a study that examined how local organizations implement complex government programs for early childhood education. The study analyzed and documented significant local examples of innovative and successful reforms in early childhood services, including Head Start grantees, local school districts, and child-care agencies. This volume describes the study's research design and methods, including the strategy for site selection and copies of interview guides used in the field work. The study focused on local examples of early childhood and family-support programs that were comprehensive, family-focused, sustained, and intensive. It included three different types of program strategies--parent-education programs, early child-care settings, and community-based partnerships. The research focused on program design, implementation, and impact, and looked at ways in which local, internal, and external forces shaped program development. All projects served children whose ages ranged from birth to 5 years and who came from families of low to moderate incomes. The projects involved sponsorship by one or more state or federal programs and included a significant component of outreach, involvement, and service to parents and other family members. Researchers conducted interviews with focus groups (administrators, parents, and staff) and with program directors. Attachments include a program-nomination form, copies of interview guides, and types of information coded for Ethnograph software. Two tables are included. (Contains seven references.) (LMI)

ED 397 541   EA 027 937

Rossi, Robert J.; Stringfield, Samuel C.
Education Reform and Students At Risk. Volume I: Findings and Recommendations. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 127p.; For Volumes I-III of this particular study, see EA 027 937-939. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Environment; Educational Finance; Educational Innovation; Elementary Secondary Education; *High Risk Students; Organizational Climate; *Potential Dropouts; Prevention; Program Effectiveness
IDENTIFIERS- *Studies of Education Reform (OERI)

Despite the widespread attention given to education reform, no substantial knowledge base has existed for identifying and implementing specific effective reforms. This document, the first of three volumes, presents findings of a study that sought to identify the essential mechanics of effective reforms for students at risk. The study also identified the incentives for and barriers to implementing and sustaining reforms and their effects on students. It focused on three aspects of school reforms: raising academic standards, enhancing the academic climate of schools and out-of-school environments, and constitute effective professional-development practices. This volume presents findings of a study that examined the design, implementation, and impact of systemic reform efforts to in-depth case studies of three school-university partnerships that had undertaken comprehensive reform initiatives--the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program, and the Benedum Project at West Virginia University. The study focused on preservice training, inservice training, and working conditions, and assessed five different indicators of professionalism--a culture of inquiry, teacher development, collaborative cultures, professional networks, and client organization. Findings indicate that long-term continuance is built on sustained district and university support; a continuing and adapting program of activities in which all personnel are mutually engaged; and stable leadership. Cross-site analysis revealed the importance of personal and professional relationships, access to a variety of professional-development opportunities, stable leadership, resource availability, goal congruence among organizations and the alignment of organizational arrangements to achieve goals, and the tensions inherent in school-university partnerships. Five tables and 10 figures are included. The appendix illustrates the causal network for the Southern Maine Partnership. (LMI)

ED 397 557   EA 027 953

Swanson, Judy
Systemic Reform in the Professionalism of Educators. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 239p.; For Volumes I-III of this particular study, see EA 027 952-954. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Faculty Development; Multivariate Analysis; *Partnerships in Education; *Professional Development; Program Effectiveness; Program Implementation; Teacher Improvement; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Studies of Education Reform (OERI)

The press for the professionalization of teachers is based on the assertion that a strengthened profession will more effectively meet students' needs and improve the overall quality of education. This volume, the second in a set of three, presents detailed individual case studies from a study that examined the design, implementation, and impact of systemic reform efforts to enhance the professionalism of educators. Researchers conducted indepth case studies of three school- university partnerships that had undertaken comprehensive reform initiatives, with a focus on preservice training, inservice training, and working conditions. Case-study sites included the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program, and the Benedum Project at West Virginia University. A total of 13 tables and 12 figures are included. References accompany each partnership profile. Appendices contain causal analyses. (LMI) administrators, teachers, and parents; lack of resources; organizational barriers; and difficulties in modifying curriculum and instruction to serve regular and special education students in the same classroom. Eleven recommendations were formulated, such as: "train, train, train" and "provide teachers with adequate time to plan collaboratively." Many teachers felt that techniques that work best for students with disabilities usually work very well for all students. Such techniques include teaching learning strategies, focusing on individuals rather than groups of students, and measuring success by individual student progress. The report provides a description of the study's methodology, the results, conclusions, and recommendations. Extensive appendices include the interview protocol and the instructional strategies suggested by teachers from each of the four states. (DB)

ED 397 575 EC 304 903

Leopold, Gregory; Hange, Jane
Concerns about and Effective Strategies for Inclusion: Focus Group Interview Findings from Kentucky Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 33p.; For related documents, see EC 304 902-906.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Classroom Techniques; *Disabilities; *Educational Practices; Educational Strategies; Elementary Secondary Education; Focus Groups; Group Discussion; *Inclusive Schools; Inservice Teacher Education; Postsecondary Education; *Regular and Special Education Relationship; Special Education Teachers; *Teacher Attitudes; Teachers; Teaching Methods
IDENTIFIERS- Kentucky

This monograph describes results of focus group interviews with 16 regular and special education teachers in Kentucky concerning their experience with including students with disabilities in regular education classrooms. An introduction notes the trend away from selective mainstreaming toward increased inclusion of students with disabilities in regular programs while providing needed special educational support services. Findings indicated that teachers' concerns focused on time, support, and appropriateness of services. Obstacles and barriers were identified by the teachers in the areas of grading issues, parental apprehension, and compatibility of collaborating teachers. The necessity of support from administrators and other teachers was stressed, along with the need for inservice/preservice training, especially within the classroom. Participants suggested many effective strategies. They also reported effects of inclusion on the classroom climate, noting that the critical factor appeared to be the behavior of the special education student. Eight recommendations are offered, such as continued provision of a continuum of services, optimizing the planning time of collaborating teachers, and maximizing opportunities for sharing successful inclusion processes. Appendices include the interview protocol and a student goal/activity matrix. (DB)

ED 397 576 EC 304 904

Action Planning" (Ann and Rutherford Turnbull). Section 2 offers summaries of issues and strategies identified in each of four groups, which discussed: (1) early and direct involvement of all relevant parties in planning for transitions; (2) availability of transition resources and support services including health, supported living, and working vendorships; (3) self-determination and quality of life; and (4) training consistent with community and labor market demands. These are followed by interpretations of the Fair Labor Standards Act. Section 3 contains profiles of approximately 250 federally funded projects which address: transition in the early years, self-determination, transition in postsecondary programs, transition from school to work, supported employment, and transition services training for related personnel. A conference agenda and participants list are appended. (DB)

ED 397 592 EC 304 922

Walker, Sylvia; And Others
An Examination of Variables Related to the Cost of Purchased Rehabilitation Services Relative to the Needs of Persons with Disabilities from Diverse Ethnic Backgrounds. Revised.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Blacks; *Costs; *Delivery Systems; *Disabilities; *Ethnic Groups; Hispanic Americans; *Minority Groups; Outcomes of Treatment; Program Costs; Racial Differences; *Vocational Rehabilitation; Whites
IDENTIFIERS- African Americans

This study evaluated the delivery of vocational rehabilitation (VR) services to clients, broken down by group (White, African Americans, Native Americans, Asians, and Hispanics). It evaluated cost of services, process activities, racial/ethnic differences, and outcomes. A total database of 202,585 rehabilitation clients in 1991 was used for the initial analyses with more in-depth analyses conducted of a random sample of 28,138 clients who had completed rehabilitation programs. Overall, findings indicated that time in VR program, number of services provided, and type of disability were the most significant factors affecting cost of services. However, data also confirmed the presence of race/ethnicity effects at the national, regional, and agency levels. Such findings, although generally small in their overall effect size, were consistent and statistically significant. The problem appeared to be more prevalent among subjective disabilities as opposed to physical disabilities, in favor of Whites and Asians at the national and regional levels. The report presents background information on the study, its methodology, results, discussion, and conclusions/recommendations. A glossary explains codes used in the study. Appendices provide detailed stepwise multiple regression analyses by agency, region, race/ethnicity, and major disability. (Contains 41 references.) (DB)

ED 397 593 EC 304 923

Reed, L. Deno; Walker, Sylvia
National Workshop on Vocational Rehabilitation, Behavioral, and Social Sciences Research. Report on Proceedings (Bethesda, Maryland, October 30-November 1, 1990).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; *Disabilities; Employer Attitudes; *Employment Opportunities; Employment Patterns; *Job Placement; *Navajo (Nation); *Reservation American Indians; Sheltered Workshops; *Vocational Rehabilitation
IDENTIFIERS- *Navajo Reservation

Employers (N=1,369) on the Navajo reservation were identified, and a subgroup (N=122) participated in an Employer Account System (EAS) to provide detailed information about types of jobs available at their organizations. In addition, 239 closed client case files from the Navajo Vocational Rehabilitation Program (NVRP) were reviewed to determine placement patterns and employment outcomes on the Navajo Reservation. The 901 jobs existing at the organizations participating in the EAS were compared with the placements of 201 NVRP clients. Results indicated that about half of all jobs that clients desired were in existence on the reservation with EAS employers. Also, about half of the clients were placed in jobs they identified as vocational goals. There was a high rate of placement of clients in job training at sheltered employment sites, with only 55 percent placed in competitive employment situations. Results supported use of an employer account system for identifying sources of employment and integrating this with data on the vocational skills of clients to identify training needs. Appendices provide detailed analysis of number and types of jobs available and client vocational goals and placements. (Contains 23 references.) (DB)

ED 397 611 EC 304 942

Schacht, Robert M.; Gaseoma, Lee
The Vocational Rehabilitation of American Indians Who Have Alcohol and Other Substance Abuse Disorders. Preliminary Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcoholism; *American Indians; Counselor Client Relationship; Incidence; Models; National Surveys; *Needs Assessment; Outcomes of Treatment; *Rehabilitation Counseling; Social Services; *Substance Abuse; Therapy; *Vocational Rehabilitation

Vocational rehabilitation (VR) counselors in states where American Indians reside in large numbers were surveyed to determine the proportion of American Indian clients with alcohol or substance abuse problems in the counselors' caseloads and the kinds of specializes services provided to the clients A total of 124 VR counselors from 14 states responded to the survey. Twenty-seven of the respondents were employed in tribally operated VR projects in nine states. Thirty-nine respondents were American Indians themselves. Results are reported for the following areas: relationships with clients, minimum period of sobriety before implementing services, training background and needs, treatment modalities, elements

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); Foreign Countries; Language Proficiency; *Language Teachers; Language Tests; Models; *Second Language Instruction; *Teacher Education; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Hungary

This report describes the method of foreign language teacher training used in Hungary called the Veszprem (a region in Hungary) model, with particular emphasis on English-language teaching, and includes a brief review of foreign language teacher training in Hungary and in the United States from 1988-1990. The Veszprem model maintains the positive elements of Hungarian tradition with a significant change in the proportions, to the benefit of practice-oriented studies. The new program unites the merits of the craft of teaching, the applied science, and the reflective models in both the 3-year single-major as well as the 5-year double-major courses of foreign language teacher training in Hungary. The model changes the Hungarian style from theory-based to a more practice-based approach. Chapters summarize the most important principles and beliefs, hypotheses, and conclusions of the new methodology. Other topics discussed include the training of scientists versus the training of practitioners; bringing the teacher training programs back into the general university; and the acquisition of practical knowledge about the profession. Appendices include a description of the implementation of this teacher training technique in Hungary and examples of examinations used in the program. Contains an extensive list of suggested readings for teacher trainers. (NAV)

ED 397 630 FL 023 562

Strong, Gregory
Using a Theme-Based Curriculum To Teach English.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Communicative Competence (Languages); Curriculum Design; Educational Strategies; *English (Second Language); Food; Foreign Countries; Higher Education; *Instructional Materials; Material Development; Second Language Instruction; *Teacher Developed Materials; *Thematic Approach
IDENTIFIERS- Authentic Materials; Japan

Use of a theme- or topic-based curriculum to teach English as a Second Language in a Japanese university is described. Students are freshmen and sophomores. The thematic approach accommodates the interests of the large number of teachers in the program and encourages teacher development of instructional materials while achieving some consistency across classes. Materials for the theme-based curriculum may include authentic materials, teacher-developed resource kits, and commercially-produced materials adapted by the teacher for the theme. Guidelines and suggestions are offered for gathering and adapting these resources for classroom use. A sample lesson plan using the communicative methodology and class activities to develop all language skills (listening, reading, speaking, writing) is language learning strategies), sampling, and limitations. Related studies based on this model are then reviewed. It is concluded that development of the BALLI marked the beginning of systematic research on student beliefs about language learning, and that subsequent research has identified common beliefs that should influence language instruction, curriculum development, textbook writing, and program planning. Research focuses primarily on commonly taught languages, and a wider language sampling is recommended for further research. Appended materials include the BALLI instrument and charts indicating the original research components and expansions and the characteristics of later studies using this model. Contains 22 references. (MSE)

ED 397 650   FL 023 952

McGrew, Susan S.
Suggestions for a Liberating Education Paradigm within ELT: Concept (Freire), a Model for Ideas (UNPO), Course Descriptions.
PUB DATE- Jun 95
NOTE- 54p.; Master's Project, School for International Training.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; Course Descriptions; Educational Philosophy; Educational Strategies; *English (Second Language); Higher Education; *Humanistic Education; International Organizations; *Language Teachers; *Minority Groups; Models; Political Influences; *Politics of Education; Second Language Instruction; Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Freire (Paulo); *Unrepresented Nations and Peoples Organization

It is proposed that a paradigm for training English-as-a-Second-Language teachers based on the educational philosophy of Paolo Freire would provide a more humanistic approach to the education of minority language groups. Freire's writings are reviewed, focusing on his plea for greater consciousness about the rights of others and the political aspects of education, particularly English language teaching (ELT). Historical and other possible impediments to adoption of these views within ELT are examined, and it is proposed that the current climate may be receptive to a Freire-based paradigm. The work of an international human rights organization, Unrepresented Nations and Peoples Organization (UNPO), is cited as a model for such a paradigm. Five suggested courses are described briefly, class activities for use with the courses are outlined, and ideas for incorporation of historical and literary perspectives, use of non-governmental organizations as resources, attention to non-violent conflict management, complementary disciplines, and government policies and programs as sources of further curricular ideas are offered. A list of resources is appended. Contains 48 references. (MSE)

ED 397 651   FL 023 953

He, Hongwei
Chinese Students' Approach to Learning English: Psycholinguistic and Sociolinguistic Perspectives.
PUB DATE- May 96
NOTE- 124p.; Master's Thesis, Biola University.

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Delivery Systems; Educational Needs; Educational Objectives; Educational Policy; *Educational Practices; Financial Support; Foreign Countries; Literature Reviews; Models; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Questionnaires; *Relevance (Education); School Business Relationship; Secondary Education; Student Attitudes; *Student Certification; Tables (Data); Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Ireland

Ireland's vocational preparation and training (VPT) program was evaluated to determine its effectiveness in achieving the general/specific objectives specified in Ireland's national development plan, responsiveness to local needs, outcomes, and future challenges. The data collection activities were organized in three phases as follows: exploratory phase (examination of all relevant monitoring material and records/databases, meetings with key individuals/stakeholders, literature review); field work (face-to-face meetings/interviews with 19 principals and 39 teachers/course coordinators from a sample of schools delivering VPT, nationwide survey of 460 VPT participants, telephone survey soliciting literature/information on VPT in schools); and analysis and consolidation. Special attention was paid to the following: program implementation; VPT's responsiveness to local needs; impact indicators; certification; and future challenges. Ireland's VPT program was concluded to be maintaining high levels of contact with employers and meeting many of its participants' needs; however, confusion of definitions of the VPT program's various components made it difficult to ascertain VPT's full impacts. Localized examples of excellence were identified and incorporated into a model of good practice. (Contains 39 tables/figures and 18 references. Appendixes constituting approximately 25% of this document contain the following: interview instruments; glossary of main certifying bodies; and table detailing VPT provision and certification.) (MN)

ED 397 229 CE 071 983

Women's Training Provision. Evaluation Report.
PUB DATE- Apr 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; Basic Skills; Comparative Analysis; Continuing Education; *Educational Opportunities; Enrollment; *Enrollment Trends; Foreign Countries; *Job Training; *Labor Force Development; Participant Characteristics; Participation; Postsecondary Education; Secondary Education; Sex Differences; Sex Fairness; Tables (Data); Trend Analysis; *Vocational Education; *Womens Education
IDENTIFIERS- International Surveys; *Ireland

A study examined the position of Irish women in the following types of human resource development activities cofinanced by the European Social Fund (ESF): basic/foundation skills training; postfoundation skills training; enterprise support schemes; continuing training for the employed; and apprenticeship training. Representatives of 11 state agencies and delivering organizations were interviewed, and data supplied by state administering agencies/organizations were

ED 397 247 CE 072 051

Atkinson, J.; And Others
Temporary Work and the Labour Market.
PUB DATE- 96
NOTE- 110p.; Manpower Commentary Series.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; Employer Attitudes; *Employment Patterns; Foreign Countries; *Labor Market; *Part Time Employment; Personnel Policy; Personnel Selection; *Recruitment
IDENTIFIERS- *Temporary Employment

A 1995 study of recent developments in temporary work in Britain was based on survey data from 979 workplaces and interviews with 23 employers and employment agencies. Data were collected through a postal questionnaire survey and face-to-face interviews. Findings indicated that temporary working was widespread with over half the respondents currently employing temporary workers. Two reasons emerged very clearly as the main rationale for using temporary workers: matching staffing levels to peaks in demand and short-term coverage while staff were away on holiday or sick leave. Some evidence supported the theory that temporary work could be a stepping stone back into permanent employment. Employers identified these disadvantages with using temporary workers: temporary workers were thought to be less reliable, needed in-house training, and were considered less productive. The recent increase in temporary employment was most notable within professional occupations. Direct recruitment of temporary workers remained dominant and was cited by just over half of respondents. Nearly one-third used private agencies. The survey found that 68 percent of those who employed temporary staff had appointed at least one temporary employee to a permanent position in the past 3 years. The flow into permanent work was more marked in three sectors: distribution, business services, and other services. (Appendixes include the methodology, questionnaire, and 38-item bibliography.) (YLB)

ED 397 248 CE 072 055

American Business and Older Workers: A Road Map to the 21st Century.
PUB DATE- Mar 95
NOTE- 17p.; Study conducted by DYG, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Discrimination; Dislocated Workers; *Employer Attitudes; *Employment Problems; *Equal Opportunities (Jobs); Job Layoff; *Middle Aged Adults; Older Adults; *Social Bias; Work Attitudes
IDENTIFIERS- *Older Workers

A survey of a random sample of 400 companies (100 in each of 4 size groupings) was taken in December 1994 to determine business attitudes toward older workers (defined as 50 or older) and to provide insight into how older workers can best position themselves in order to get and keep the jobs they need. In each company the person interviewed was the executive with senior responsibility for making human resources decisions. Some of the findings were as follows: (1) productivity is up, driven by technology and fear; (2) health care costs have been contained, often by dropping coverage of

PUB DATE- 96
NOTE- 429p.; Papers presented at a Conference on Disability, Work, and Cash Benefits (Santa Monica, CA, December 8-10, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Adaptive Behavior (of Disabled); Adults; Assistive Devices (for Disabled); *Disabilities; Disability Discrimination; Economic Impact; *Employment; Employment Level; *Employment Problems; Employment Programs; Equal Opportunities (Jobs); Financial Support; Foreign Countries; Normalization (Disabilities); *Public Policy; Retraining; Social Services; Supported Employment; Underemployment; Unemployment; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Europe; *Social Security

This book contains 13 papers from a workshop convened to explore the causes of work disability and the types of interventions that might enable individuals to remain at work, return to work, or enter the work force for the first time, despite having chronic health conditions or impairments. Following an overview of the papers by editors Jerry L. Mashaw and Virginia P. Reno, the following papers are included: "The Contemporary Labor Market and the Employment Prospects of Persons with Disabilities" (Edward Yelin, Miriam Cisternas); "Employment and Economic Well-Being Following the Onset of a Disability: The Role for Public Policy" (Richard V. Burkhauser, Mary C. Daly); "Employment and Benefits for People with Diverse Disabilities" (Walter Y. Oi); "European Experiences with Disability Policy" (Leo J. M. Aarts, Philip R. de Jong); "Patterns of Return to Work in a Cohort of Disabled-Worker Beneficiaries" (Martynas A. Ycas); "The Effectiveness of Financial Work Incentives in Social Security Disability Insurance and Supplemental Security Income: Lessons from Other Transfer Programs" (Hilary Williamson Hoynes, Robert Moffitt); "Lessons from the Vocational Rehabilitation/Social Security Administration Experience" (Edward Berkowitz, David Dean); "Disability and Work: Lessons from the Private Sector" (H. Allan Hunt et al.); "Quantitative Outcomes of the Transitional Employment Training Demonstration: Summary of Net Impacts" (Aaron J. Prero); "Policies for People with Disabilities in U.S. Employment and Training Programs" (Burt S. Barnow); "Improving the Return to Work of Social Security Disability Beneficiaries" (Monroe Berkowitz); "People with Disabilities: Access to Health Care and Related Benefits" (Robert B. Friedland, Alison Evans); and "Health Care, Personal Assistance and Assistive Technology: Are In-Kind Benefits Key to Independence or Dependence for People with Disabilities?" (Andrew I. Batavia). The papers contain extensive references lists. (KC)

ED 397 266 CE 072 105

Block, Richard N.; And Others
Labor Law, Industrial Relations and Employee Choice. The State of the Workplace in the 1990s. Hearings of the Commission on the Future of Worker-Management Relations, 1993-94.
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Economic Change; Employer Employee Relationship;

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agronomy; Behavioral Objectives; Careers; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; *Forestry; Forestry Occupations; *Land Use; Leadership; *Lumber Industry; State Curriculum Guides; Statewide Planning; Technical Institutes; Trees; Two Year Colleges; Vocational Education
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the forestry technology program cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies for the program, and section II consists of outlines for the three categories of courses in the forestry technology sequence: (1) forestry courses--forest mensuration I, survey of forestry, forest surveying, silviculture I, applied dendrology, timber harvesting, forest mensuration II, forest protection, forest products utilization, silviculture II, special problem in forestry technology, and work-based learning; (2) related vocational-technical courses--fundamentals of microcomputer applications, applied soils (conservation and use), applied agricultural economics, mapping and topography, and fundamentals of drafting; and (3) related academic courses--principles of accounting I, botany, and business law. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 284 CE 072 169

Mississippi Curriculum Framework for Horticulture (Program CIP: 01.0601--Horticulture Serv. Op. & Mgmt., Gen.). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 81p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agricultural Education; *Agricultural Production; Behavioral Objectives; Careers; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; *Floriculture; *Horticulture; Leadership; Nurseries (Horticulture); Plant Growth; Plant Identification; *Plant Propagation; Plants (Botany); Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; Vocational Education
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the

the following: veterinary math calculations, animal restraint and medication, animal anatomy and physiology, surgical and hospital techniques I, animal parasites and diseases, clinical pathology, surgical and hospital techniques II, and preceptorship. College of veterinary medicine courses are as follows: small animal health techniques, small animal medical techniques, equine medical techniques, food animal medical techniques, surgical techniques, anesthetic techniques, radiologic and imaging techniques, technical laboratory services, laboratory animal techniques, pharmacy techniques, necropsy techniques, animal health and technical procedures, laboratory animal care, and veterinary business procedures. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 301 CE 072 186

Mississippi Curriculum Framework for Brick, Block, and Stonemasonry (Program CIP: 46.0101--Mason and Tile Setter). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 47p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Bricklaying; Building Trades; Community Colleges; Competence; *Competency Based Education; *Construction (Process); Construction Materials; Core Curriculum; Educational Equipment; Equipment Utilization; Estimation (Mathematics); Hand Tools; Leadership; *Masonry; Measurement Techniques; Safety; State Curriculum Guides; Statewide Planning; Technical Institutes; *Trade and Industrial Education; Two Year Colleges; Work Experience Programs
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the brick, block, and stonemasonry program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies for the brick, block, and stonemasonry program, and section II consists of outlines for each of the following courses in the brick, block, and stonemasonry sequence: brick and block laying; masonry construction; masonry math, estimating, and blueprint reading; tools, equipment, and safety; advanced block laying; advanced bricklaying; chimney and fireplace construction; steps, arches, and brick floors; special problem in brick, block, and stonemasonry; and work-based learning in brick, block, and stonemasonry. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Auto Mechanics; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; *Diesel Engines; Educational Equipment; Employment Qualifications; Hand Tools; Leadership; Motor Vehicles; Repair; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for diesel engine mechanics I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Diesel Engine Mechanics I contains the following five units: orientation and safety; (2) tools, technical references, measurement, and fasteners; (3) basic engine operation principles; (4) basic electrical service; and (5) basic vehicle service. Diesel Engine Mechanics II contains these six units: (1) orientation and safety; (2) diesel engine rebuilding; (3) engine performance; (4) electrical systems; (5) hydraulics; and (6) power trains. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 319 CE 072 204

Mississippi Curriculum Framework for Diesel Equipment Technology (CIP: 47.0605--Diesel Engine Mechanic & Repairer). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 89p.; Former title: Heavy Equipment Maintenance Technology. For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; *Diesel Engines; Educational Equipment; Hand Tools; Leadership; Motor Vehicles; Repair; *Small Engine Mechanics; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the diesel equipment technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: fundamentals of equipment mechanics; hydraulic brake systems; electrical/ electronic systems; power trains; hydraulics;

Objectives; Chemistry; Community Colleges; Competence; Competency Based Education; Compliance (Legal); Computer Oriented Programs; *Core Curriculum; Cosmetology; Counseling Techniques; Entrepreneurship; Ethics; Merchandising; Microbiology; Microcomputers; State Curriculum Guides; Statewide Planning; *Technical Education; Technical Institutes; Two Year Colleges

IDENTIFIERS- *Funeral Directors; Mississippi; *Mortuary Science

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the state's funeral services technology program. Presented in the introduction are a program description and suggested course sequence. Section I lists baseline competencies for the funeral services technology course sequence, and section II consists of course outlines for each of the following courses in the program: funeral services technology courses (mortuary anatomy I, embalming I, funeral directing, mortuary anatomy II, embalming II, funeral service ethics and law, restorative art, color and cosmetics, microbiology/pathology, psychosocial counseling in funeral service, funeral merchandising and management, and comprehensive review); related vocational-technical courses (fundamentals of microcomputer applications, entrepreneurship); and related academic courses (microbiology, general chemistry I, and principles of accounting I). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the funeral services technology program. (MN)

ED 397 336 CE 072 221

Mississippi Curriculum Framework for Jewelry and Watch Repair Cluster (Program CIP: 47.0408--Watch, Clock, and Jewelry Repair). Postsecondary Programs.

SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.

PUB DATE- 30 Jul 96

NOTE- 74p.; For related documents, see CE 072 162-231.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Education; Behavioral Objectives; Community Colleges; Competence; Competency Based Education; *Core Curriculum; Design Crafts; Problem Solving; Repair; State Curriculum Guides; Statewide Planning; *Technical Education; Technical Institutes; Two Year Colleges; *Watch Makers; Work Experience Programs

IDENTIFIERS- Jewelry; *Jewelry Making Occupations; Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the jewelry design, fabrication, and repair program. Presented in the introduction are a framework of programs and courses, a program description, and suggested course sequence. Section I consists of outlines for each of the following course sequences in the program: jewelry and watch repair (fundamentals of watch and jewelry repair, special problem in jewelry and watch repair, and work-based learning in jewelry and watch repair); jewelry design, fabrication, and repair (basic jewelry repair, jewelry casting

Goulette, Carol A.
Adolescent Suicide Assessment and Prevention: Empowerment for Life.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *At Risk Persons; Early Intervention; Emotional Disturbances; Emotional Problems; Evaluation; *High Risk Students; *Prevention; Secondary Education; Secondary School Students; *Self Injurious Behavior; *Suicide
IDENTIFIERS- Suicide Ideation; *Suicide Prevention

Adolescent suicide has tripled in the past two decades and is considered to be a leading cause of death among America's youths. This increase has prompted much research on the assessment and prevention of adolescent suicide. Suicidologists have agreed there are no scientifically proven methods to assess which individual might attempt suicide. However, there are specific risk factors and warning signs that can provide valuable information about an adolescent's potential for suicide. The challenging task for parents, educators, physicians, mental health workers and other care givers of adolescents is to use this information to create a model for prevention of suicide that empowers at-risk youth to begin the process of healing. This paper reviews the current research on adolescent suicide, provides information about the risk factors and warning signs, discusses the clinician's role and responsibility in suicide assessment, and reviews current suicide prevention efforts. Contains 22 references. (Author)

ED 397 353 CG 027 207

Bahr, Stephen J.
Drug Use among Utah Students, 1994.
PUB DATE- 14 Feb 95
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Comparative Analysis; *Drinking; *Drug Use; *Illegal Drug Use; Secondary Education; *Secondary School Students; State Surveys; Student Behavior; Student Characteristics; Tobacco
IDENTIFIERS- United States; *Utah

The prevalence of adolescent drug use in Utah is compared with drug use in the United States as a whole in this study. The data were obtained from a survey of 16,000 students in grades 7 through 12. Participants were drawn randomly from 38 of Utah's 40 school districts, with school personnel administering the anonymous questionnaire during school hours. The questionnaire was designed to be comparable to questions used in similar surveys in other states. It included 97 items which featured questions on frequency and amount of drug use, problems associated with drug use, attitudes toward drug use and other deviant behavior, attachment to parents, and other concerns. The 1994 data were compared with similar data collected in Utah during 1984 and 1989, and in the United States in 1994. Results show that the proportion of Utah's adolescents who use alcohol, tobacco, and marijuana is much smaller than that in the United States. For example, 50 percent of high school seniors in the United States reported using alcohol in the past month compared to 21 percent of Utah students. However, such differences were educators have of real or imagined gender differences can be used as one indicator of the conditions that may influence elementary and secondary school students. This study examined K-12 teachers' (155 females and 38 males) classifications of a list of characteristics as more typical of males or females in their classrooms. Characteristics were based on the Maccoby and Jacklin meta-analysis of gender difference research, so that teachers' responses could be compared with the findings of psychological research. In addition to evaluating the teachers' agreement with scientific evidence for gender differences, teachers' perceptions were examined in relation to teacher gender. It was found that some teacher perceptions of student gender differences agree with psychological research findings, some with myths, and some were even in favor of no sex differences when the research stated otherwise. It was also found that male and female teachers have different perceptions of the prevalence of some characteristics in boys and girls. Three tables present results and statistical analysis. (JBJ)

ED 397 374 CG 027 235

Miller, Julie A.; Gilman, David A.
Effects of a Peer Health Facilitator HIV/AIDS Intervention with University Students.
PUB DATE- 20 May 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Students; Communicable Diseases; Health Education; Higher Education; Intervention; Peer Counseling; Peer Teaching; Physical Health

Human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) have become a serious health threat to university students. This study evaluated a peer-led intervention program with university students to increase knowledge and attitudes of HIV/AIDS infection and transmission. Subjects were students (n=41) from an undergraduate psychology class (21 females and 20 males). For the intervention, two Peer Health Facilitators presented HIV/AIDS related information, led interactive activities, modeled ways to use condoms safely, and answered questions. A pretest/posttest questionnaire was administered immediately preceding and following the presentation to assess differential changes in HIV/AIDS related attitudes and knowledge. The results showed significant improvement from pretest to posttest. Appendices are: (1) "HIV/AIDS Flip Chart Outline"; (2) "STD Shuffle" (directions for conducting a classroom exercise); and (3) "Knowledge/Attitudes About HIV/AIDS Pre-Test Post-Test." Contains 22 references. (Author/RB)

ED 397 375 CG 027 236

Fiorello, Catherine A.
Computer-Generated Psychological Reports and Teachers' Decision Making.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Developed to be easy and require minimum preparation time, yet give high-impact results, this book offers tried-and-true teacher-tested book projects for primary grades K-3. The book's topics connect curriculum areas: creative writing, science, social studies, and math. Projects outlined in the book require few materials and can be done at students' desks. Providing templates for all but the most simple projects, the book suggests that, if a school's copier use is limited, one photocopy of a template can be used to make cardboard templates for students to trace--tracing and drawing their own details makes each students work look unique. The book provides a list of standard supplies, such as scissors, glue, and crayons, as well as lists of occasional special items needed for specific book designs. Also suggested are ideas for the use of recycled items. (CR)

ED 397 393 CS 012 533

Macdonald-Ross, Michael; Scott, Bernard
The Readability of OU Foundation Courses. Text & Readers Programme Technical Report No. 5.
PUB DATE- 96
NOTE- 17p.; A separate two-page summary has been appended.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; *Introductory Courses; *Readability; Reading Research; Textbook Content
IDENTIFIERS- Flesch Reading Ease Score; *Open University (Great Britain)

The course units which form the core of the four foundation courses at the Open University were sampled for readability, using an electronic version of R. Flesch's (1951) Reading Ease Score. The textload (reading workload) of the courses was predicted by estimating the total length in words of all text components of these courses. Large variations in readability occurred between authors, topics, and courses. Large variations also occurred in the overall textload on these courses. The single best predictor of the reading difficulty of a course unit is the identity of the author, which suggests that one route to better readability would lie in the improved management of human resources in a course team. A substantial amount of the prose was more difficult than passage 3 on the original cloze reading test: prose difficulty is therefore likely to be a major factor in hindering course completion for students with weaker reading skills. (Contains 16 references, and 7 charts and figures of data. Four appendixes present data for each of the 4 foundation courses.) (Author/RS)

ED 397 394 CS 012 535

Macdonald-Ross, Michael; Scott, Bernard
Results of the Survey of OU Students' Reading Skills. Text and Readers Programme Technical Report No. 3.
PUB DATE- 95
NOTE- 23p.; A separate two-page summary has been appended.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; College Freshmen; Higher Education; Longitudinal Studies; *Reading Achievement; Reading Research; *Reading Skills
IDENTIFIERS- *Academic Discourse; *Open University (Great Britain)

A study investigated the reading skills of entering students at

ED 397 413 CS 215 338

Bolin, Bill
Driven to Abstraction: Abstracts and Annotations as Stiles for the Boundaries of Composition Studies.
PUB DATE- 27 Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstracts; Epistemology; Higher Education; *Language Role; Linguistics; *Metaphors; *Writing (Composition); *Writing Research
IDENTIFIERS- *Scholarly Writing; *Writing Contexts

This paper describes one academic author's consternation when he came across an annotation of one of his scholarly articles from the "Journal of Basic Writing" in the ERIC database. The paper recounts that the author was disconcerted to find that the annotation was misleading, describing as his main point something that his article warns against. Pointing out that this misrepresentation raises some interesting questions concerning the metaphors that are used to represent the discipline of teaching writing, the paper considers some of the works of Peter Vandenberg, Anne Ruggles Gere, Derek Owens, Richard Rorty, and Donald Davidson on composition studies and related scholarship--particularly Gere's work on metaphors and composition studies. The paper suggests that all of the metaphors for a discipline of composition studies reflect spatiality, including, of necessity, boundaries with varying degrees of permeability and form. The paper concludes that abstracts and annotations, therefore, should be seen as points of contact rather than as ports of entry. (TB)

ED 397 414 CS 215 339

Murray, Bob
Power and Contact: Transcending Authority in the Classroom.
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Freshman Composition; Group Discussion; Group Dynamics; Higher Education; *Multicultural Education; Political Attitudes; *Racial Bias; Sex Bias; Student Attitudes; *Teacher Student Relationship; *Whites
IDENTIFIERS- *Authority; Educational Issues; Rutgers The State University NJ

One of the prerequisites or unavoidable results of multiculturalism is that the classroom becomes what Mary Louise Pratt calls a "contact zone." But how does the teacher keep discussion productive without taking sides? How does the teacher abdicate enough authority to diminish the asymmetricality but not so much that the class becomes a valuable and unique. Contains 68 references. (CR)

ED 397 431 CS 215 398

Kieczykowski, Carol
Primary Writer's Workshop: Developing Process Writing Skills.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; *Class Activities; Classroom Techniques; Creative Development; Learning Activities; Primary Education; Student Projects; Student Writing Models; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Skills; Writing Strategies; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

Intended for the K-2 classroom, this book provides teachers with ideas and materials for teaching the writing process. The book contains reproducible thinking charts and graphic organizers including mind mapping, prewriting story structure, and topic, content, and editing charts. Advice for classroom management and the organization and structure of a writer's workshop are offered. The book stresses ensuring that student ownership is a built-in part of each facet of the workshop, for example, by helping students make lists of what a writer's workshop looks and sounds like. The three stages of writing development--emergent, early, and fluent--are described and examples of student writing are given so that teachers may recognize and validate each stage for their students. The book discusses communication with parents and inviting parent participation and gives suggestions for record keeping and assessment, with forms for student self-assessment as well as a developmental writing checklist for teachers. (CR)

ED 397 432 CS 215 401

Mahoney, Stephen J.
Reason and Write: A Step-by-Step Approach for Success on Written Exams.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; Persuasive Discourse; Student Projects; Tests; *Thinking Skills; *Writing (Composition); *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Skills; Writing Strategies
IDENTIFIERS- Authentic Assessment

Intended for teachers of students in grades 4 through 8 and beyond, this book offers a simple process for teaching students to think critically and write logically. Each lesson in the book provides three different writing templates: the beginning template is intended for third- and fourth-grade students; the intermediate, for grades 4 through 6; and the advanced, for experienced writers in grade 6 and up. The book consists of three integrated strands: (1) Teaching the Thinking Taxonomy, using six levels (knowledge, comprehension, application, analysis, synthesis, and evaluation); (2) Prewriting an accessible, nontechnical style. It combines a modern version of classical rhetoric's stasis theory with the Toulmin model of argument and the study of argumentative fallacies from informal logic. The book concludes with a pair of appendixes that delve into the more technical material about argument diagramming and the syllogism. Contains seven pages of references. (NKA)

ED 397 451 CS 215 433

Linn, Ray
A Teacher's Introduction to Postmodernism. NCTE Teacher's Introduction Series.
PUB DATE- 96
NOTE- 174p.; NCTE Teacher's Introduction Series.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Books (010)
DESCRIPTORS- *Cultural Pluralism; Higher Education; High Schools; *Intellectual History; Interdisciplinary Approach; *Language Role; *Literary Criticism; Literary Styles; *Modernism; Multicultural Education
IDENTIFIERS- *Cultural Studies; *Postmodernism; Rorty (Richard)

Based on the idea that the study of postmodernism is a useful and valuable pursuit because it engages students in discussions of fundamental questions about the individual's situation in the world, this book takes an interdisciplinary approach to address postmodernism effectively. The book conceives postmodernism as a widespread cultural development whose importance can be traced in part to its treatment of truth, language and its relation to thought and to the world, and power and oppression. The book sees postmodern thought as making the most sense when viewed in contrast to Western cultural development from the 17th through the 19th centuries, known as "modernism." The book, in the form of a highly accessible tutorial, deals with many influential thinkers, such as the philosophers Descartes, Locke, Kant, Hume, and Nietzche, and the social theorists Max Weber, Clifford Geertz, and Michel Foucault. After an introduction, chapters in the book are: (1) From Modern to Postmodern Western Philosophy; (2) Richard Rorty's Postmodern Synthesis; (3) From Modern to Postmodern Western Literature: (4) From Modern to Postmodern Art and Architecture; (5) Human Nature, Evolution, and a History of the Modern World; and (6) Postmodernism and Multiculturalism. Contains 7 pages of references. (NKA)

ED 397 452 CS 215 434

Carroll, Michael Thomas, Ed.
No Small World: Visions and Revisions of World Literature.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Cultural Context; Higher Education; Instructional Innovation; Language Role; *Literary Criticism; *Literary Genres; *Literary History; Multicultural Education; *World Literature
IDENTIFIERS- *Literary Canon; Literature in Translation

This collection of essays deals with world literature. The essays are focused on four primary goals: to map the conceptual and

IDENTIFIERS- *Washington
Washington State assumes full responsibility for funding a basic education program for K-12 public schools. Full funding of basic education includes special education programs, transitional bilingual programs, remediation-assistance programs, and certain pupil transportation costs. This paper describes conditions in Washington State school finance as of April 1996. The paper presents a breakdown of state, federal, and local revenues; capital outlay and debt service; revenue distribution; limitations of taxation, expenditures, and revenue growth; and voter support of a Maintenance and Operations levy. Taxes comprise 96 percent of Washington's general fund revenues; the largest source of tax revenue is the retail sales and use tax. Approximately 95 percent of state general-fund revenues for K-12 schools are allocated for basic education. Federal revenue accounts for approximately 6 percent of total operating revenue in the state. One figure and two tables are included. (Contains seven references.) (LMI)

ED 397 471 EA 027 691

Achilles, C. M.; Hoover, S. P.
Transforming Administrative Praxis: The Potential of Problem-Based Learning (PBL) as a School-Improvement Vehicle for Middle and High Schools.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Cooperative Learning; Decision Making Skills; *Educational Improvement; *Group Dynamics; Intermediate Grades; Middle Schools; *Problem Solving; Program Effectiveness; Secondary Education; *Theory Practice Relationship
IDENTIFIERS- *Problem Based Learning
Problem-based learning (PBL) offers students the opportunity to apply the appropriate knowledge to a well-defined problem, allowing students to apply academic problem-solving skills to their own real-life problems. This paper describes outcomes of a PBL program that was used as a tool for school improvement in three South Carolina schools--one high school and two middle schools. Teachers at the three schools reported that students lacked adequate social skills to process group work effectively and efficiently. Students were distrustful of each other and often would not cooperate with group members. Teachers felt constrained by the school schedule and time needed to conduct PBL. A conclusion is that PBL is not a cure-all school-improvement strategy; however, it permits flexibility, encourages communication and mutual respect, and showcases students' talents. Two figures and two tables are included. Appendices contain a summary of Getzel's (1979) three problem types, a matrix of change-process levels, and a copy of the PBL evaluation form. (LMI)

ED 397 472 EA 027 694

Kadel-Taras, Stephanie
Resources for School Improvement: How To Improve Schools Now.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 16 Feb 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Policy; *Equal Education; Family Characteristics; *High Schools; Institutional Characteristics; Mathematics Achievement; *School Effectiveness; School Organization; *School Restructuring; *Social Background; Socioeconomic Status; Student Characteristics
IDENTIFIERS- *National Education Longitudinal Study 1988; Science Achievement

Although the effort to restructure the American high school is in high gear, little attention has been directed to how changes in high schools' organizational structures might affect the dynamic of equity in student learning--the ways that schooling outcomes reflect students' social background. This paper aims to identify organizational properties of schools that are simultaneously associated with both effectiveness and equity, with a focus on equity. The investigation addresses the ways that achievement gains in mathematics and science correspond to the social distribution of family socioeconomic status. Using data from the first three waves of the National Education Longitudinal Study (1988), researchers compared the equity of achievement between schools that follow restructured reform practices to those following more traditional practices. In addition to finding improved achievement and equity in restructuring schools, the study identified specific characteristics of these schools' academic and social organization that help explain their improved student performance. These include smaller school size; a restricted, unified academic curriculum; and a strong commitment to viewing learning resources as a public, rather than a private good. Included are several tables and 36 references. (Author/MLH)

ED 397 490 EA 027 725

Raywid, Mary Anne
The Subschools/Small Schools Movement--Taking Stock.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decentralization; Educational Change; Effective Schools Research; Elementary Secondary Education; Institutional Autonomy; Organizational Change; School Effectiveness; *School Organization; *School Restructuring; *School Size; *Small Schools
IDENTIFIERS- *Schools Within Schools

Today, the division of large schools into subschools or subunits is often recommended as the answer to a number of problems in education. This paper examines the several forms of school-downsizing efforts and the somewhat diverse purposes for which they are being established. The data come from a review of literature and an evaluation of 22 schools-within-schools and small schools. The paper describes the downsizing activities in New York, Philadelphia, and Chicago and identifies four distinct types, each with varying degrees of separateness and purpose of focusing on one fictitious school is twofold: to give readers a sense of cohesiveness and to present the application of middle-school philosophy in a realistic manner. The book analyzes and explores the stresses that both staff and students encounter during the change process. The first chapter introduces students in early adolescence (10-14 years old). Chapter 2 focuses on key elements of a middle school, such as flexible scheduling, interdisciplinary learning, teacher-based guidance, and parent-community relations. The third chapter describes program issues, including curriculum design, inclusiveness, and special-needs students. Instructional issues are described in the fourth chapter, including student behavioral problems, standardized tests, diversity, and staff evaluation. Outside challenges are discussed in chapter 5, which presents scenarios involving community crises, parent-teacher conferences, school-community relations, support networks, and teenage pregnancy. The sixth chapter brings the school year to an end. Each chapter contains a list of recommended reading and suggested questions for discussion and activities. Two figures and one table are included. (LMI)

ED 397 506 EA 027 742

Holcomb, Edie L.
Asking the Right Questions: Tools and Techniques for Teamwork.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Group Dynamics; Interprofessional Relationship; Organizational Objectives; Program Implementation

Most people would agree that schools should strive to increase their effectiveness. This handbook provides leaders and facilitators of the school-improvement process with practical information and guidelines for conducting the day-to-day work of school change and improvement. The book is organized around five questions that represent stages of the school-improvement process: (1) Where are we now? (2) Where do we want to go? (3) How will we get there? (4) How will we know we are (getting) there? and (5) How will we sustain the focus and momentum? The book identifies the tools most relevant to carry out each phase. It offers examples of practice at the school and district levels, and a matrix that synthesizes the five phases and relevant tools. Twelve figures and an annotated bibliography of 17 sources are included. (LMI)

ED 397 507 EA 027 743

Reed, Lorrie C.
The Leadership-Culture Dimensional Screening Scale: Measuring Transactional and Transformational Leadership within School Cultural Contexts.
PUB DATE- 96
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

professional knowledge base, are critical to the initial training and to the ongoing professional learning of educational leaders. Although the experienced administrators made some errors usually made by novices, they relied heavily on the recognition of information needs and errors and on the continuous rectification of errors. They used the following criteria to assess the outcomes of their decisions: ambiguously defined success outcomes, reliance on vivid or extraordinary exemplars of success and failure while acknowledging the routine nature of these and other problems, and process versus outcome elements of success. Four figures are included. (LMI)

ED 397 525 EA 027 799

A Look at Charter Schools. A Background Paper for the U.S. Department of Education's "Satellite Town Meeting" March 19, 1996.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Charter Schools; Elementary Secondary Education; Federal Aid; Federal Regulation; *Government School Relationship; Institutional Autonomy; *Public Schools; *School Choice; State Legislation; State Regulation

Charter schools are publicly financed schools that are governed by teachers, parents, administrators, or others who want to create and manage an innovative public school. This document briefly defines charter schools and provides an overview of their history. It also discusses the stance toward charter schools taken by President Clinton, who recognizes the benefits of developing public school-choice programs. Section 10301 of the new Improving America's Schools Act seeks to increase national understanding of the charter-schools model by providing financial assistance for the design and initial implementation of charter schools. Other federal funds, including Goals 2000 and School-to-Work, may be used by states and communities to support charter schools. The first grants to be awarded under the charter-schools startup grant program were awarded in March 1996. The document briefly describes 10 charter schools across the United States and offers tips on how to expand public-school choice and charter schools and how to improve individual public schools. A list of state contacts for charter schools is included. (LMI)

ED 397 526 EA 027 800

Manual To Combat Truancy.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Community Programs; Delinquency; *Dropouts; Elementary Secondary Education; Law Enforcement; *Parent Participation; Police; *Prevention; Productivity; Program Descriptions; *School Responsibility; *Truancy; Youth Problems

preventing dropouts through the provision of second-chance programs. This volume reviews study findings and discusses their implications for policy, practice, and needed future research. Data were gathered from a review of research for the last 30 years and visits of 12 school sites designated as effective in working with at-risk students. Results show that schools that function as communities have a shared vision, purpose, and shared values; high levels of communication, trust, and full participation; and commitments to caring, incorporation of diversity, and teamwork. High-reliability organizations develop clear and widely shared central goals; have staff who believe that success is critical; stress intensive recruitment and ongoing training; create interdependence among staff; utilize standard operating procedures as far as extant knowledge allows; prize vigilance against lapses and flexibility toward rules; and are invariably valued by their supervising organizations. Implementation reforms need a variety of monetary, personnel, material, and political resources. Implications for policy and practice include: (1) set clear and agreed-upon goals and objectives; (2) align federal, state, and local education programs to serve students; (3) maintain external sources of support for schoolwide programs (e.g., Title I); (4) upgrade teacher-training and staff-development programs; and (5) foster the sense of community among students and staff. A list of publications derived from the study is included. (Contains 540 references.) (LMI)

ED 397 542   EA 027 938

Rossi, Robert J.; Stringfield, Samuel C.
Education Reform and Students At Risk. Volume II: Case Study Descriptions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 384p.; For Volumes I-III of this particular study, see EA 027 937-939. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Data Analysis; Data Collection; *Educational Change; *Educational Environment; Educational Finance; Educational Innovation; Elementary Secondary Education; *High Risk Students; Organizational Climate; Potential Dropouts; Prevention; Program Effectiveness
IDENTIFIERS- *Studies of Education Reform (OERI)

The United States must find ways to improve the quality of education for all its citizens, particularly those young people who are most at risk of failure. This document, the second of three volumes, contains detailed case-study data from 18 schools located across the United States. The case studies were conducted as part of a study that identified the essential mechanics of effective reforms for students at risk. The study also identified the incentives for and barriers to implementing and sustaining reforms and their effects on students. It focused on three aspects of school reforms: raising academic standards, enhancing the academic climate of schools and out-of-school environments, and preventing dropouts through the provision of second-chance programs. Each school profile contains a site overview of the context and program outcomes, a site description, a discussion of the existing elements of systemic support and high-resource-organizational (HRO)

ED 397 558 EA 027 954

Swanson, Judy
Systemic Reform in the Professionalism of Educators. Volume III: Technical Appendix--Research Design and Methodology. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 30p.; For Volumes I-III of this particular study, see EA 027 952-954. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College School Cooperation; Data Analysis; Data Collection; *Educational Cooperation; Elementary Secondary Education; Faculty Development; Multivariate Analysis; *Partnerships in Education; *Professional Development; Program Effectiveness; Program Implementation; Research Design; Research Methodology; Teacher Improvement; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Studies of Education Reform (OERI)

The press for the professionalization of teachers is based on the assertion that a strengthened profession will more effectively meet students' needs and improve the overall quality of education. This volume, the third in a series of three, explains the research and design of a study that examined the design, implementation, and impact of systemic reform efforts to enhance the professionalism of educators. A comparative case-study approach was used to examine three school-university partnerships that had undertaken comprehensive reform of educator development. The reforms attempted to link preservice education and the continuous development of experienced teachers while engaging in the redesign of university teacher-education programs and schools. The sites included the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program, and the Benedum Project at West Virginia University. Data were collected over an 18-month period through a series of site visits that totalled 15-20 days per site. Methods included interviews, observations, document review, and historical analysis of each site's development timeline. Data analysis involved developing a profile of each site and conducting a cross-analysis. The cross analysis identified 25 causal variables common to all 3 cases, which were used to generate causal flow charts. The analysis then assessed outcomes based on five different dimensions of professionalism and the extent to which these reforms had been institutionalized. Two figures are included. The appendix contains guidelines for recording the development of team journeys. (Contains 131 references.) (LMI)

ED 397 559 EA 027 955

Means, Barbara; Olson, Kerry
Technology and Education Reform. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 195p.; For Volumes I-III of this particular study, see EA 027 955-957. For all 12 final reports (36 volumes) in this

Trump, Gordon C.; Hange, Jane E.
Concerns about and Effective Strategies for Inclusion: Focus Group Interview Findings from Tennessee Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 33p.; For related documents, see EC 304 902-906.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Classroom Techniques; *Disabilities; *Educational Practices; Educational Strategies; Elementary Secondary Education; Focus Groups; Group Discussion; *Inclusive Schools; Mainstreaming; Needs Assessment; Postsecondary Education; *Regular and Special Education Relationship; Special Education Teachers; *Teacher Attitudes; Teacher Collaboration; Teacher Education; Teachers; Teaching Methods
IDENTIFIERS- Tennessee

This monograph describes results of focus group interviews with 53 regular and special education teachers in Tennessee concerning their experience with inclusion of students with disabilities in regular education classrooms. An introduction notes the trend toward inclusion of students with disabilities in regular programs while providing needed special educational support services. Focus group findings indicated that teachers' concerns covered the areas of staff, time, support/commitment, student ratios, role definition, providing meaningful instruction, training, academic standards, funding, and parent conferences. Obstacles and barriers identified by the teachers concerned negative attitudes, lack of training, classroom disruptions, and lack of planning time and funding. Essential factors in successful inclusion included support from administrators, teachers, and parents; adequate funding; and teacher training. Effective strategies/practices were categorized into instructional approaches, management strategies, and attitudes. Participants also noted the effects of inclusion on the classroom climate and reported that the most meaningful inservice training involved teachers visiting successful inclusion programs. The most frequent suggestion for improving teacher preservice training was to increase the number and duration of practicum experiences. Among six recommendations were development of a comprehensive implementation plan prior to beginning an inclusion program and providing teachers with adequate time to plan collaboratively. The interview protocol is appended. (DB)

ED 397 577 EC 304 905

Trump, Gordon C.; Hange, Jane E.
Concerns about and Effective Strategies for Inclusion: Focus Group Interview Findings from Virginia Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 36p.; For related documents, see EC 304 902-906.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Classroom Techniques; *Disabilities; *Educational Practices; Educational Strategies; Educational Trends; Elementary Secondary Education; Focus

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Children; *Disabilities; Federal Aid; Federal Programs; Rehabilitation; *Research and Development; Research Needs; *Research Projects; *Research Utilization; *Vocational Rehabilitation
IDENTIFIERS- *National Institute on Disability Rehab Research

This conference report summarizes presentations and discussions of a workshop on vocational rehabilitation and behavioral and social sciences research, which was intended to promote exchange of information within the research community, better management and planning within research projects sponsored by the National Institute on Disability and Rehabilitation Research (NIDRR), and utilization of research results. The report begins with a foreword by Robert R. Davila stressing the practical effects of research on the lives of people with disabilities, and opening remarks by William H. Graves, the NIDRR Director, discussing NIDRR's seven major goals. The report then explores the enlarged focus of current NIDRR-funded research into the areas of children, families, community integration, and supported employment. Chapter 3 summarizes recommendations developed by discussion groups organized around 10 research and training themes: (1) outcome research, (2) intervention research, (3) research for new and underserved populations, (4) systems change research, (5) research on self-determination and consumer participation, (6) policy research, (7) attitudinal research, (8) research to improve training, (9) multicultural research and training, and (10) technology transfer. Chapter 4 offers reflections on the conference recommendations, by William H. Graves. Appended are group summaries, a list of participants, and an overview of the Rehabilitation Services Administration Program. (DB)

ED 397 594 EC 304 924

Obiakor, Festus E.; Utley, Cheryl A.
Rethinking Preservice and Inservice Training Programs for Teachers in the Learning Disabilities Field: Workable Multicultural Models. Special Issue.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Change Strategies; *Cultural Differences; Demonstration Programs; Educational Change; Elementary Secondary Education; *Inservice Teacher Education; *Learning Disabilities; Limited English Speaking; Minority Groups; *Multicultural Education; *Preservice Teacher Education; Special Education Teachers; Teacher Competencies; Teacher Education Programs; Teaching Models

This paper discusses the need to rethink preservice and inservice training programs for general and special educators who teach culturally diverse students with learning disabilities. An overview identifies problems associated with traditional preservice and inservice training programs, such as Eurocentric teacher education programs and low teacher expectations of minority students. The following model teacher development of treatment, and aftercare. The survey found that Native American traditional healing was the most highly rated treatment model. About one-third of responding counselors wanted more training, with workshops selected as the preferred vehicle. A need for certain VR support services, such as maintenance services, was also found. Recommendations address design of training workshops, exemplary treatment programs, and alternatives to abstinence requirements before implementing VR services. A bibliography of approximately 200 items is attached along with a sample cover letter to respondents and a list of recommended programs. (Contains 36 references and 5 tables.) (DB)

ED 397 612 EC 304 944

Thomason, Timothy C., Ed.
Resources for American Indian Rehabilitation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Bibliographies (131)
DESCRIPTORS- Agencies; *American Indians; *Disabilities; *Information Sources; Internet; National Organizations; Organizations (Groups); Periodicals; *Rehabilitation; Research and Development

This directory is intended to provide a comprehensive listing of organizational and informational resources related to the rehabilitation needs of American Indians with disabilities. The guide is divided into two sections. The first section contains lists of American Indian organizations, American Indian centers, Bureau of Indian Affairs offices, Indian Health Service facilities, American Indian Commissions and contacts on Indian affairs, American Indian Substance Abuse Treatment Centers, and educational organizations and programs including American Indian colleges. Also included are lists of recommended books, periodicals, and audiovisual materials. The second section includes an extensive listing of rehabilitation programs and services for people with disabilities. These include: Research and Training Centers focusing on American Indians, Rehabilitation Services Administration offices, federal agencies, state Vocational Rehabilitation Agencies, national and regional organizations for people with disabilities, regional rehabilitation continuing education programs, Federal Health Information Centers, and information sources on substance abuse. Also included are lists of resources for travelers with disabilities; books on rehabilitation and disability, career development, assessment, rehabilitation and social services, multicultural counseling, and grant writing; research reports; periodicals; catalogs; computer resources; and Internet disability-related mailing lists. (DB)

ED 397 613 EC 304 945

Ancarrow, Janice S.
Supply of Personnel in Special Education, United States: 1969-70 to 1992-93.
PUB DATE- Mar 95
NOTE- 23p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th,

presented; the theme is international cuisine. Specific materials and individual and small-group exercises are outlined. Contains 11 references. (MSE)

ED 397 631 FL 023 659

Akyel, Ayse; Yalcin, Eileen
Principles Involved in Writing an ESP Textbook for Turkish Policemen.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Communicative Competence (Languages); Educational Needs; Educational Strategies; English (Second Language); *English for Special Purposes; Foreign Countries; *Law Enforcement; Teaching Methods; *Textbook Content; *Textbook Preparation; *Tourism; *Turkish; Uncommonly Taught Languages
IDENTIFIERS- *Turkey

Development and use of an English for Special Purposes (ESP) textbook for Turkish police dealing with tourists are described. The textbook and accompanying videotape (not available from ERIC) were designed for use in a course to improve job-specific communicative competence of police officers with a lower-intermediate to intermediate level of English language proficiency. It uses tourist-police contexts in Turkey for language practice in building performance-based skills. The article describes the principles used in creating syllabus specifications, discusses the language learning theory underlying the textbook's design, outlines the pedagogical considerations in preparation of the activities in the textbook, and describes the book's content. Syllabus specification included identification of the situations in which the learners would need English, division of the situations into communication activities of varying complexity, division of the activities into communicative functions or micro-skills needed for the target situation, and determination of linguistic structures and lexical items needed for the target situation. Cognitive and affective principles used in textbook design and in designing learning activities were derived from previous work on the teaching of ESP. The textbook is organized in 14 instructional units based on practical topics, and each unit contains dialogue, lists functions, structures, lexical items, and skills targeted, and contains learning activities. Several units are appended. Contains 28 references. (MSE)

ED 397 632 FL 023 705

Donato, Richard; And Others
Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; Elementary Education; *FLES; *Japanese; *Language Attitudes; Language Proficiency; *Language Role; Language Usage; Longitudinal Studies; Oral Language; *Organizational Climate; Program Evaluation; Speech

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; Cognitive Style; *Educational Attitudes; *English (Second Language); Foreign Countries; Foreign Nationals; Immigrants; *Language Attitudes; Psycholinguistics; Risk; Second Language Learning; Self Esteem; *Sociocultural Patterns; Sociolinguistics; *Student Attitudes; Surveys
IDENTIFIERS- *Chinese People

A study examined the historical, cultural, social, pedagogical, and psychological factors affecting Chinese students' language learning styles and attitudes, particularly concerning learning English as a Second Language (ESL). The first section offers an overview of considerations in understanding the cultural background that students bring to the classroom (learning philosophy, learning styles, affective factors), and the second section extends this analysis to students in the Chinese culture. Educational philosophy and history and the current Chinese educational system are discussed. Aspects of learning style examined in this context include field independence, analytic learning, visual preference, orientation to closure, cooperative learning, left and right brain functions, and tolerance of ambiguity. Affective factors include self-esteem, inhibition, risk-taking, introversion, sensitivity, and anxiety. In the third section, results of a survey of Chinese students concerning their learning preferences are reported. The survey consisted of a questionnaire on language learning strategies, administered to 31 Chinese immigrants in southern California, and interviews with 21 Chinese individuals. Results are analyzed, with excerpts from subjects' responses used for illustration. Implications for ESL teachers are explored. The questionnaire, interview questions, and sample lessons from a Chinese primer are appended. Contains 50 references. (MSE)

ED 397 652 FL 023 954

Locher, Michael A.
The "Speech Levels" of Sundanese: Disfluency and Identity.
PUB DATE- Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diglossia; *Discourse Analysis; *Language Patterns; Native Speakers; Pragmatics; *Social Status; Uncommonly Taught Languages
IDENTIFIERS- Honorifics; Indexes (Language); Politeness; *Registers (Linguistics); *Sundanese

In Sundanese, a western Austronesian language, speech levels allow the speaker to establish social identity through talk alone, using multiple linguistic forms with very different pragmatic meanings. These words are deference and demeanor indexicals, as in the French formal versus informal second person. It is argued that although they do exist, these speech levels establish social identities that are inherently ambiguous. In Sundanese, who or what one is talking about, not who or what someone is talking to, determines usage. A lack of fluency of usage by native speakers is found to be due to large scale cultural processes and details of the registers used to calculate gender differentials across 74 human resource submeasures. It was discovered that, although most agencies and government departments have equal opportunities statements/policies, those policies mainly address employment-related issues but not access to or representation in various forms of training. Access of older women and single parents to training schemes was especially problematic, and women were overrepresented in basic/foundation skills training and underrepresented in management training and all forms of training for specific sectors other than clothing manufacture, tourism, and services. (The bibliography lists 36 references. Appendixes constituting approximately 25% of this document contain the interview questions and 27 tables/figures detailing the following: programs cofinanced by the European Social Fund; sectoral and occupational analyses of training courses; socioeconomic analysis of training program participation; and gender ratios in training agencies and institutions.) (MN)

ED 397 230 CE 071 990

Mikulecky, Larry; Lloyd, Paul
The Impact of Workplace Literacy Programs: A New Model for Evaluating the Impact of Workplace Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 163p.; For related documents, see ED 348 579 and ED 387 677.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Evaluation Methods; *Formative Evaluation; Job Skills; Literacy Education; Program Effectiveness; Program Evaluation; *Summative Evaluation; *Workplace Literacy

Research has shown that an effective assessment of workplace literacy programs requires both formative and summative evaluations. Workplace literacy program impact is best measured using a mixture of standard assessment tests and custom-designed instruments. A broader conception of adult literacy learning can be assessed by using interviews and questionnaires to gather information about learner literacy beliefs, practices, processes, and plans. In assessing the effects of workplace programs on workers' families, five factors have been identified: parents' socioeconomic status; educational level; aspirations for their child's education; ability to model literacy practices; and encouragement of literacy practices with their children. To assess the impact of a workplace literacy program on employer objectives, measures of productivity--company records, employee interviews and questionnaires, and supervisor ratings--should be taken before and after training. Parallel studies of two workplace programs implemented an impact assessment model. Findings demonstrated that onsite personnel could perform a broad-scale assessment of workplace literacy programs with reasonable time frames, using interviews, tests, questionnaires, rating scales, and company records. Positive improvements in each area of the assessment model--beliefs, practices, processes and abilities, plans, productivity, and family literacy--were demonstrated. (Appendices include a 79-item bibliography and evaluation instruments.) (YLB)

ED 397 231 CE 071 991

Gal, Iddo, Ed.; Schmitt, Mary Jane, Ed.

retirees and dependents; (3) computer skills are now essential for managers; (4) the culture of "doing more with less" is spawning morale problems such as stress, resentment, and violence; (5) the loss of older workers as a result of downsizing is seen as a problem, but there is much less attention paid to recruiting, hiring, retaining, or training older workers or preparing older workers for retirement; (6) older workers as new employees are seen as a bit of a bargain, willing to accept lower wages and fewer benefits than they were getting before; (7) an obstacle to hiring or retaining older workers is the perception that older workers lack flexibility and are resistant to technology; (8) human resources decision makers have problems hiring older workers because they sense younger managers do not really want older workers, they feel embarrassed by the desperation of older applicants, and they assume an older worker will take the job offered for less pay but keep looking and leave soon; and (9) human resources decision makers believe strongly that the day of the older worker is yet to come based on the mounting need for quality and skill, which are older workers' best attributes. The "Conclusions" page cites a list of thirteen do's and don'ts for the older worker in finding and keeping a job. (KC)

ED 397 249 CE 072 057

Carroll, Sue; And Others
Caseloading.
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Faculty College Relationship; *Faculty Workload; Foreign Countries; Models; Personnel Management; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; *Staff Utilization; Teacher Responsibility; Teacher Student Relationship; Teaching (Occupation); Technical Institutes; Time Management; Vocational Education; Working Hours
IDENTIFIERS- Great Britain

This publication describes the experiences of nine British colleges in developing and implementing their own models of caseloading and workloading. It begins with an executive summary (Sue Carroll) and "Introduction" (Sue Carroll) that discusses workloading, caseloading, and hybrids that incorporate elements from both. Part I on workloading consists of chapters 1-3: "Weighted Workloading" (Pauline Wilcox) focuses on the weighted workload system at Lowestoft College; "Type 1 and Type 2 Activities" (David Ellerby) describes the model at Harlow College; and "Relative Workloading: A Formulaic Approach" (Ed Sallis) focuses on a research exercise into caseloading at Brunel College that was later abandoned. Part II on caseloading contains chapters 4-7: "A Pilot Study" (Jennifer Sims) offers a detailed account of a caseloading system at Accrington and Rossendale College, including aims, essential elements, operation, implementation, effects, and efficiency and productivity; "Notional Contact" (James Hampton) describes operation and effects of a caseloading system at Bournemouth and Poole College of Further Education; "Workloading to Caseloading--A Resource-Based Approach" (Ed Sallis) continues the discussion begun in chapter 3 as Brunel College considered a "bottom-up" approach; and "An Exploration of Caseloading" (Pru Taylour) focuses on development at South Bristol College. The three chapters in part III describe hybrids: "A

Employment Practices; *Labor Legislation; *Labor Relations; *Unions
IDENTIFIERS- National Labor Relations Act

This book uses the testimony given before the Commission on the Future of Worker-Management Relations to gain insight into the state of industrial relations and labor law in the United States. The book is organized in five chapters. The first chapter looks at the history of labor movements and labor legislation in the United States. Chapter 2 explores the evolution of labor law since 1935, changes in industrial relations practice associated with that evolution, and changes in the economic environment. Both the unionized and the emergent nonunion systems are analyzed, resulting in the conclusion that the essence of the National Labor Relations Act is employee choice in the matter of union representation. That ideal, however, is not always met. Chapter 3 provides examples of firms that respect the right of employees choice. Unionized firms profiled in the chapter engage in extensive cooperation and innovative relationships with the unions representing their employees, often bringing in the union as a partner in making important decisions. Chapter 4 illustrates how the National Labor Relations Act, which was enacted to protect employee choice in representation, can be used to impair employee choice. The chapter provides synopses of employee testimony that shows who employers have used the provisions of the legislation to harass, punish, and prevent employees from forming unions, or to neutralize the effects of unions' bargaining power. The final chapter summarizes the earlier part of the book. Contains 72 references. (KC)

ED 397 267 CE 072 106

Hadipriono, Fabian C.; And Others
Safety in Construction Using Virtual Reality (SAVR): A Model for Labor Safety. Working Paper Series WP-022.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- Jun 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Building Trades; Computer Assisted Instruction; *Computer Graphics; *Computer Simulation; *Construction (Process); Models; *Occupational Safety and Health; *On the Job Training; Postsecondary Education; Risk Management; Safety Education; Safety Equipment; Teaching Methods; *Virtual Reality

An interactive training model called SAVR (Safety in Construction Using Virtual Reality) was developed to train construction students, novice engineers, and construction workers to prevent falls from scaffolding. The model was implemented in a graphics supercomputer, the ONYX Reality Engine2. The SAVR model provides trainees with an immersive, interactive virtual environment to perform "on-the-job" safety training without physically being at a real construction site. The model includes two major training environments: erection, which teaches trainees the correct procedure to erect a commonly used metal bracket form scaffolding; and inspection, which introduces several hazardous conditions in an existing platform and requires trainees to identify them visually. The development of SAVR involved four major tasks: knowledge acquisition, model development, model validation, and preparation of reports and manuals. Several common potential causes of falls from scaffolding platforms were chosen for the SAVR model, including component problems and connection instructional units required in local instructional management plans and daily lesson plans for horticulture I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in course I are as follows: horticulture careers and orientation, leadership development, plant structure and growth, plant classification and identification (taxonomy), plant growth media and nutrition, horticulture structures, basic plant propagation, horticulture chemical and pest management, basic principles of floristry, greenhouse crops, olericulture production, and interior plantscaping. Units in course II include the following: horticulture careers, nursery and landscape plant identification, advanced plant propagation, horticulture marketing and business procedures, container and field crop production, floriculture crop production, landscape design, landscape installation and construction, landscape maintenance, turfgrass installation and maintenance, pomology production, and advanced floral design. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 285 CE 072 170

Mississippi Curriculum Framework for Horticulture Technology Cluster (Program CIP: 01.0601--Horticulture Serv. Op. & Mgmt., Gen.) (Program CIP: 01.0605--Landscaping Op. & Mgmt.). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 121p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Agricultural Production; Behavioral Objectives; Careers; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; *Greenhouses; *Horticulture; *Landscaping; Leadership; Nurseries (Horticulture); Plant Growth; Plant Identification; Plant Propagation; Plants (Botany); State Curriculum Guides; Statewide Planning; Technical Institutes; *Turf Management; Two Year Colleges; Vocational Education
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the horticulture technology programs cluster. Presented in the introductory section are a framework of programs and courses, description of the programs, and suggested course sequences for horticulture technology and landscape management technology. Section I lists baseline competencies for the program. Section II consists of the curriculum guides for these courses in the horticulture cluster: horticulture/landscape management core courses, horticulture courses, landscape management courses, related vocational-technical courses, and related academic courses. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested

ED 397 302   CE 072 187

Mississippi Curriculum Framework for Brick, Block, and Stonemasonry (Program CIP: 46.0101--Mason and Tile Setter). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 69p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Blueprints; Bricklaying; Building Trades; Classroom Techniques; Competence; *Competency Based Education; Construction (Process); Construction Materials; Core Curriculum; Educational Equipment; Employment Qualifications; Equipment Utilization; Estimation (Mathematics); Hand Tools; Leadership; *Masonry; Measurement Techniques; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for two secondary-level courses in brick, block, and stonemasonry: brick, block, and stonemasonry I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course consists of the following units: orientation, leadership/personal development, safety, basic tools and equipment, masonry, mortar, wall layout, and concrete. The second course contains these units: orientation, advanced leadership and personal development, safety, power tools and equipment, wall layout, anchors and reinforcement, basic blueprint reading and estimating, and stonemasonry. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 303   CE 072 188

Mississippi Curriculum Framework for Building Trades (Program CIP: 46.0490--Building Trades, General). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 80p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Blueprints; *Building Trades; Carpentry; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Electricity; Employment Qualifications; Equipment Utilization; Hand Tools; Masonry; Mathematics Skills;

diesel fuel systems; preventive maintenance and service; engine rebuilding; computerized engine controls systems; advanced brake systems; steering and suspension systems; air conditioning and heating systems; engine troubleshooting and tune-up; auxiliary systems components; special project in diesel equipment technology; supervised work experience in diesel equipment technology; welding for diesel equipment technology; transport refrigeration; and fluid power trains; plus a related vocational-technical course in fundamentals of electronics. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 320 CE 072 205

Mississippi Curriculum Framework for Small Engine Repair (Program CIP: 47.0606--Small Engine Mechanic and Repairer). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 115p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Engines; Hand Tools; Leadership; Motor Vehicles; Power Technology; *Repair; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for small engine repair I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Small Engine Repair I contains the following 11 units: safety and orientation; tools and equipment; fasteners; measurement; engine identification and inspection; basic engine principles and design; basic electricity; ignition systems; lubrication systems; cooling systems; and fuel systems (carburetor-type). The second-level course contains these 10 units: safety and orientation review; charging systems; governor systems; starting systems; exhaust systems; shop management; employability skills; overhaul of four-stroke and two-stroke cycle engines; and troubleshooting. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 321 CE 072 206

and design, jewelry repair I-III, stone setting, and advanced stone setting); and watch repair (mechanical watches I-II, basic quartz analog watches, watch repair, and advanced watch repair I-III). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section II. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the jewelry design, fabrication, and repair and watch repair programs. (MN)

ED 397 337 CE 072 222

Mississippi Curriculum Framework for Postsecondary Teacher Assistant Programs (CIP: 13.1501--Teacher Assistant/Aide). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 44p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Community Colleges; Competence; Competency Based Education; *Core Curriculum; Early Childhood Education; Educational Media; Educational Planning; Educational Resources; Handwriting; Health Education; Language Arts; Learning Activities; Mathematics Instruction; Nutrition; *Occupational Home Economics; Practicums; Reading Instruction; Safety Education; Special Needs Students; State Curriculum Guides; Statewide Planning; *Teacher Aides; Technical Institutes; Two Year Colleges; Writing Instruction
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the teacher assistant program. Presented in the introduction are a program description and suggested course sequence. Section I is a curriculum guide consisting of outlines for each of the following postsecondary teacher assistant program courses: early childhood education; assisting with the special child; receptive and expressive language arts skills; health, nutrition, and safety for the elementary child; directing activities for the elementary child; practicum I, methods and materials in handwriting; methods and materials in reading; methods and materials in mathematics; use of media and resources; educational planning; and practicum II. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section II. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the postsecondary teacher assistant program. (MN)

ED 397 338 CE 072 223

Mississippi Curriculum Framework for Banking & Finance Technology (Program CIP: 52.0803--Banking and Related Financial Programs, Other). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.

not evident in the proportions of adolescents who use amphetamines, tranquilizers, cocaine, heroin, inhalants, and hallucinogens. Contains 24 references. Appendices present the questionnaire, correspondence, and numerical results. (RJM)

ED 397 354 CG 027 208

Teen Drinking Prevention Program: Teen Action Guide.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Activities; *Adolescents; Alcohol Abuse; *Community Action; Community Programs; *Drinking; Drug Abuse; *Prevention; Program Development; Public Education; Public Opinion; Public Service; Social Responsibility; Substance Abuse; Youth Programs
IDENTIFIERS- Youth Participation

This guide was designed to help teenagers become involved in fun, alcohol-free activities. It provides youth with ideas on how to influence and change the factors that encourage teenage drinking. The guide has four purposes: (1) raise public awareness of the underage drinking crisis; (2) change community norms that encourage underage drinking; (3) create community-specific prevention messages and materials; and (4) ensure that special events in a community encourage healthy lifestyle choices. These purposes are addressed in seven sections in the guide. First, an overview of the problem describes alcohol's effects and the problems it causes. The next section shows how teenagers can learn more about the problem and how they can mobilize other youth in combatting alcohol abuse. Some of the strategies outlined here include raising public awareness through the news media and youth enforcement strategies such as vendor education, keg identification, and alcohol-free zones. Other prevention activities that are recommended are alcohol-free social gatherings, poster contests, interacting with peer advisors, and having a speaker's bureau. Contains a listing of resource organizations. (RJM)

ED 397 355 CG 027 209

Myers, Bob
Raising Responsible Teenagers.
PUB DATE- 96
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Child Development; *Child Rearing; Children; *Child Responsibility; *Discipline; Elementary Secondary Education; Parent Child Relationship; *Responsibility; Student Responsibility

Some parents raise children without knowing anything about child development and are thus bewildered about how to deal with difficult behavior. This books addresses three important areas of parenting--child development, parenting style, and discipline--and tries to help parents gain the self-control needed to become competent adults. Chapters 1, 2, and 4 explore children's personalities and their psychological, emotional, and moral development. Since many behavior problems are blamed

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Testing; Computer Uses in Education; Credibility; *Diagnostic Tests; Educational Diagnosis; Elementary Secondary Education; *Reports; *School Psychologists; Student Evaluation; *Teacher Attitudes; *Teachers; *Test Interpretation
IDENTIFIERS- Computer Assisted Guidance; *Computer Test Scoring

Research has produced mixed results in evaluating whether people are influenced more by computer output than by other information. The present study examined how teachers' perceptions of psychological reports differ when the reports are identified as being produced by a computer program or by a school psychologist. Subjects were 40 experienced teachers and 55 teacher trainees enrolled in workshops relating to psychological reports. Results revealed a significant effect of report source on subjects' evaluation of the report. Computer reports were rated significantly higher than psychologist reports. Evaluation of the reports was also affected by the number of errors the subject reported seeing. Two or more errors reported led to significantly lower ratings. Gender, amount of teaching experience, number of testing courses, and amount of computer experience were not related to report ratings. Contains 10 references. (Author)

ED 397 376 CG 027 238

Slicker, Ellen K.
Parenting Style and Family Environment as They Relate to Academic Achievement and Problem Behaviors in Older Adolescents.
PUB DATE- 15 Mar 96
NOTE- 44p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Behavior Problems; Child Rearing; College Freshmen; College Students; Higher Education; High Schools; High School Seniors; High School Students; *Parent Child Relationship; *Parenting Skills; Social Adjustment; Student Surveys
IDENTIFIERS- *Disciplinary Styles; *Parenting Styles

Research on the four prototypic parenting styles has consistently demonstrated their relationship to psychosocial adjustment in offspring from preschool children to high school students. The present study used self-report surveys administered to 2,255 graduating high school seniors (HS) and 419 university freshmen (UF). Students indicated their levels of participation in problem and conventional behaviors, as well as ratings of their parents on three parenting dimensions: acceptance, behavioral control, and democracy. The study found that the "democracy" dimension was not needed to effectively define authoritative parenting after the other two dimensions were considered. Parenting style was significantly related to older adolescent behavioral outcome in the HS sample (p .0001) and in the UF sample (p .05). This study extends the age range for which the classic parenting style typology applies from high school students in general to graduating high school seniors and college freshmen and expands the parenting style typology to include a fifth, middle range, parenting style. Previously established advantages and disadvantages of the four classic parenting styles, plus the middle range style, persist even the Open University. Just over 2,000 of the 3,000 students (representing 10% of all students taking courses at the foundation level) completed questionnaires that were mailed to them. Subjects completed 3 cloze tests, graded in difficulty, and a vocabulary test. Results indicated that (1) most students showed at least partial comprehension on the 2 simpler cloze tests; (2) 95% of students showed some degree of inadequacy in their comprehension of the cloze passage that represented fairly typical academic prose; (3) to be comfortable with prose in the most difficult cloze test, students would need to score about 70% or more on the vocabulary test--most scored below the 70% level; and (4) arts students had the highest scores, and technology students the lowest (differences were slight but statistically significant). Future research will follow the students through their careers at the Open University. (Contains 21 references, and 8 tables and 12 figures of data.) (RS)

ED 397 395 CS 012 536

Scott, Bernard; Macdonald-Ross, Michael
A Postal Survey of OU Students' Reading Skills. Text & Readers Programme. Technical Report No. 2.
PUB DATE- 95
NOTE- 17p.; For other reports in this series, see CS 012 532-537.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cloze Procedure; College Freshmen; Foreign Countries; Higher Education; *Literacy; *Reading Achievement; Reading Research; *Reading Skills; *Reading Tests; Student Surveys
IDENTIFIERS- *Open University (Great Britain)

Noting that the use of a postal test for literacy measurement is an innovation, this paper describes the four reading tests used to measure the reading skills of a sample of students starting their studies in the Open University at the foundation course level. The paper also discusses reading skills and their assessment, followed by a rationale for the choice of test materials. The survey instrument is reprinted in the appendix. Contains 19 references. (Author/RS)

ED 397 396 CS 012 538

Vilscek, Elaine
Literacy Experiences through Children's Books That Reflect Global Community Views.
PUB DATE- Jul 96
NOTE- 19p.; Paper presented at the World Congress on Reading (16th, Prague, Czech Republic, July 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Class Activities; *Community; Cultural Differences; Elementary Education; *Global Approach; Literacy; Social Problems; Teaching Methods
IDENTIFIERS- *Commonality

New literature for children about their world, the people in the world's communities, and about societal issues of common global concern continue to be published and distributed. Engaging pupils in their literacy learning through books that mirror shapeless mass? When students meet and clash with each other and with the teacher, chances are good that the teacher's authority will become eroded. Within the spectrum of student political approaches is the student who is openly belligerent to the multicultural agenda and the student who is "converted" or will simply give the teacher what he/she wants. But most classrooms consist of those in the middle, those who reconstitute the nature of the polarity being discussed as a means of eliminating completely any traces of asymmetricality. In other words, they make their own experiences compete with the textual expression of Black authors. An example of a student in English 102 at Rutgers illustrates this point. The student is representative of a group with which most composition teachers are familiar: white, middle class, from a homogeneous suburban or rural background, and uncomfortable talking about race. In her final essay, if she was not less racist, the student repositioned her cultural views within the dominant terms of the discussion. One possible approach to such students would be to foreground and problematize the position of whiteness. (TB)

ED 397 415 CS 215 343

Beene, LynnDianne
Neglected Genres of Creative Writing: Why Care Who Killed Roger Ackroyd?
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fiction; *Freshman Composition; Higher Education; *Literary Criticism; *Literary Genres; Literature Appreciation; *Student Needs; Writing Exercises; Writing Improvement
IDENTIFIERS- Academic Discourse Communities; *Detective Stories; *Genre Approach

Arriving college students find themselves unprepared for the demands of academic writing. Despite the sometimes condescending critical attitudes of its literary worth and the pressures of composition specialists to use nonfiction texts as instructional aids, detective fiction, like any fiction, favors the underlying characteristics students entering various academic disciplines need to learn to enter a professional discourse community and accomplish any of the communicative purposes that community requires. By putting readers into context specific situations and promoting interpretation and debate, novel reading enhances critical thinking and the ability to manipulate texts. Detective fiction, in particular, offers a number of features beneficial to the teaching of writing, such as: (1) consistency and integrity; (2) actors and agents with varying degrees of complexity; (3) a transparent prose style; (4) an integrated, rich, "fleshed out" narrative; (5) a sense of closure; (6) a recognizable perspective; (7) an ability and strategy to show important elements (setting/situation, actors/agents, dialogue/discussion, action/evaluation or recommendations) over telling; (8) a way to represent information and teach it over summarizing; (9) a notion of proportion; (10) an understanding of sophistication; (11) an understanding of how voice 'creates' the writer in readers' imagination and 'fictionalizes' the audience for the

Activities, planned cooperative-learning activities to gather and process information about perplexing questions; and (3) Writing the Essay with a simple-to-follow writing template for developing thesis statements and position support. Combining cooperative learning, critical thinking, and the writing process, the book gives students the tools necessary to master any assessment program that requires them to write a persuasive or expressive writing sample, such as the California Learning Assessment System (CLAS). The book emphasizes that learning the basic template will provide students a tool that can be used to write a persuasive, expressive, or evaluative paper for almost any situation. (CR)

ED 397 433 CS 215 402

Greenberg, Suzanne
Let's Get Personal: Responding to Creative Writing.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; Higher Education; Instructional Effectiveness; Literary Genres; *Revision (Written Composition); Student Attitudes; *Student Reaction; *Teacher Response; Teacher Student Relationship; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Development

In hopes of discovering how to respond to her students' work in a way that heads them toward meaningful revision, a creative writing teacher singles out several categories of student fiction she has trouble responding to and pinpoints common shortcomings of students' early drafts, the way students respond to comments regarding revisions, and genre writers' defensiveness. Teachers' comments and suggestions should be respectful to students, yet useful. For instance, students often become hung up in sentimentality and lack of characterization or detail and become defensive when asked to revise a story that "really did happen that way." Successful comments might encourage further "fleshing out" of some particular moments in the story. The choice of an unreliable main character, a flat predictable sentence style, passive voice, and lack of insight are problems often occurring in "way altered state stories" (involving substance abuse or insanity). Genre writers' early drafts sometimes have a lack of characterization and unrealistic settings or plots. When preachiness and predictable outcomes mar first drafts in "Brady Bunch" style fables, suggestions for revisions should focus on making stories open to various interpretations, without having a clear moral or point. (CR)

ED 397 434 CS 215 403

Proceedings of the Annual Conference of the Assembly for the Teaching of English Grammar (6th, Williamsport, PA, July 28-29, 1995).
PUB DATE- Jul 95
NOTE- 64p.; For Proceedings 1990-1994, see CS 215 404-408.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)

cultural problems inherent in common educational approaches to the subject which sometimes see world literature as a metanarrative of Western culture; to suggest new genres and perspectives; to consider specific curricular and pedagogical issues; and to introduce "new" texts for consideration. The 15 essays and their authors are: (1) "Richard Moulton and the Idea of World Literature" (Sarah Lawall); (2) "The Translator and the Voice of the Other: A Case in Point" (Marilyn Gaddis Rose); (3) "Anthologizing World Literature" (Jose J. de Vinck); (4) "Beyond the Looking Glass of Empire: The Colonization of Portuguese Literature" (Paulo de Medeiros); (5) "'Yes, I Can': Empowerment and Voice in Women's Prison Narratives" (Sharon Hileman); (6) "Sacriture: The Sacred as a Literary Genre" (Mackie J. V. Blanton); (7) "Nonnative English Literature and the World Literature Syllabus" (Ismail S. Talib); (8) "Contemporary Latin American Theater: Theatricality as a Key to Classroom Performance" (Howard M. Fraser); (9) "Mass, Multi, and High: Aeneas, Rambo, and the Pedagogy of 'World Lit'" (Michael Thomas Carroll); (10) "The Intellectual and Pedagogical Value of Traditional African Literature in the Western Classroom" (Erskine Peters); (11) "Haroun's Mystic Journey: Salman Rushdie's 'Haroun and the Sea of Stories'" (Aron Aji and Katrina Runge); (12) "Anthologies, Canonicity, and the Objectivist Imagination: The Case of George Oppen" (Dennis Young); (13) "The Recuperation of Canon Fodder: Walter Scott's 'The Talisman'" (Caroline McCracken-Flesher); (14) "A Different Kind of Hero: 'The Tale of Genji' and the American Reader" (Charles B. Dodson); and "'Singing in the Seams': Bharati Mukherjee's Immigrants" (Ranee Kaur Banerjee). Chapters contain references. (NKA)

ED 397 453 CS 215 435

Neumann, Bonnie H., Ed.; McDonnell, Helen M., Ed.
Teaching the Short Story: A Guide to Using Stories from around the World.
PUB DATE- 96
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Books (010)
DESCRIPTORS- Authors; Higher Education; High Schools; *Literary Criticism; Literary Devices; *Literature Appreciation; Multicultural Education; *Short Stories; *World Literature
IDENTIFIERS- *Comparative Literature; *Literature in Translation; Response to Literature

An innovative and practical resource for teachers looking to move beyond English and American works, this book explores 175 highly teachable short stories from nearly 50 countries, highlighting the work of recognized authors from practically every continent, authors such as Chinua Achebe, Anita Desai, Nadine Gordimer, Milan Kundera, Isak Dinesen, Octavio Paz, Jorge Amado, and Yukio Mishima. The stories in the book were selected and annotated by experienced teachers, and include information about the author, a synopsis of the story, and comparisons to frequently anthologized stories and readily available literary and artistic works. Also provided are six practical indexes, including those that help teachers select short stories by title, country of origin, English-language source, comparison by themes, or comparison by literary devices. The final index, the cross-reference index, summarizes all the comparative material cited within the book, with the

PUB DATE- 96
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Change; *Educational Improvement; *Educational Innovation; Educational Resources; Elementary Secondary Education; Information Sources; Models; Program Effectiveness; School Based Management

SERVE, the SouthEastern Regional Vision for Education, is a consortium of educational organizations whose mission is to promote and support the continuous improvement of educational opportunities for all learners in the southeastern United States. This handbook is a compilation of various approaches, strategies, models, and programs that schools and school districts can use for successful educational improvement. Section 1 provides a brief discussion of the research on how schools change and what internal and external factors must be considered before a school begins the reform process. Of particular importance is procuring the involvement of all school staff. Section 2, the main body of the document, is comprised of four subsections. The first subsection profiles school- and district-based approaches for restructuring that are initiated and managed by the local site with assistance from an outside agency. The second subsection looks at some of the newest ideas for schoolwide reform proposed by private companies or charter-school policies that require outside management of schools. Subsection 3 describes theories or broad concepts about education and management that can serve as the basis for practical decisions about change. The fourth subsection details curriculum-based approaches to change that focus on immediate change in the classroom but may also lead to more widespread reform. Section 3 includes a directory of organizations, publications, and contacts to assist readers in their efforts to understand the options for school reform and to take action. Schools are encouraged to consider integrating a combination of programs that complement and supplement each other. Suggested readings and contacts for further information are included throughout the document, and references accompany each section. Appendices contain sample worksheets, instruments, and reprints of relevant SERVE articles. (LMI)

ED 397 473 EA 027 696

Remarks by the President at the National Governors Association Education Summit. White House Press Release.
PUB DATE- Mar 96
NOTE- 13p.; Speech presented at the National Governors Associaton Education Summit (Palisades, New York, March 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Assessment; Educational Change; Educational Finance; Educational Improvement; *Educational Objectives; *Educational Quality; Educational Technology; Elementary Secondary Education; Excellence in Education; School Business Relationship; School Choice

In this speech, President Clinton asserts that educational enterprise is now more important than ever and that a candid assessment of it is needed. The American educational system faces unique challenges--a more diverse student population in autonomy--a house plan, a mini-school, a school-within-a-school, and a small school. The impacts of downsized structures on students and schools are described. Critics, particularly Coalition of Essential Schools researchers, argue that school downsizing is costly, creates divisiveness and inequitable grouping, and contradicts effective-schools strategies. The paper concludes that reducing the size of schools can increase student participation, reduce dropout rates, enhance academic achievement, and enhance teacher efficiency. Such success depends in large part on the extent to which the small schools concept has been adopted in principle and implemented. Those units designed so as to permit them to become separate, autonomous, distinctive entities have a much better chance than those that have not been. Downsizing stimulates the move toward personalized, communal schools and may be needed to restore conditions that allow human beings to function as engaged and committed agents in their own and others' education. Finally, it appears that downsizing may be necessary so that schools can begin implementing school-improvement strategies. On the other hand, some of the problems associated with downsizing are unknown and have yet to surface. One apparent frustration is the demands that the effort makes on teachers. Two figures are included. (Contains 142 refernces.) (LMI)

ED 397 491   EA 027 726

Lee, Valerie E.; And Others
Understanding High School Restructuring Effects on the Equitable Distribution of Learning in Mathematics and Science. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 5 Jan 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Bureaucracy; *Educational Environment; *High Schools; Institutional Characteristics; Longitudinal Studies; Mathematics Achievement; *Outcomes of Education; School Culture; School Organization; *School Restructuring; *School Size; School Statistics; Science Education

The call to restructure American education has captured the imagination of reformers across the country, yet it has not produced a coherent agenda for changing schools. This study investigates how the structure of secondary schools affects learning. Using a sample of 9,631 students in 789 U.S. high schools with 3 waves of data from the National Education Longitudinal Study of 1988 (NELS:88), it extends an earlier study that demonstrated positive effects of high school restructuring not only on learning but also on its equitable distribution by social class. The more recent study addresses two questions: Do the positive effects of restructuring practices persist throughout the high school years? Which organizational attributes contribute to these effects? The study examined achievement in mathematics and science at the 8th, 10th, and 12 grades to answer these questions. Although students learned somewhat less in the last 2 than the first 2 years, the positive effects were sustained throughout high school. More important, particular features of the social, structural, and academic organization of high schools explained the restructuring effects identified in the earlier study. The study identifies larger organizational factors that make some high schools better places in which to learn than others. It

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Definitions; Elementary Secondary Education; *Leadership Styles; *Measurement Techniques; *Principals; *School Culture; Supervisors
IDENTIFIERS- *Transactional Leadership; *Transformational Leadership

The Leadership-Culture Dimensional Screening Scale (LCDSS) measures the relationship between frontier and settlement school cultures; transactional and transformational leadership styles; and the four work roles (supervisor, administrator, manager, and leader) formed by the intersection of the model's culture and leadership dimensions. This instrument was administered to 2 separate 700-subject samples of Illinois principals in prekindergarten through grade 8 schools. The instrument development process used Cronbach's alpha as one homogeneity reliability indicator along with exploratory factor analysis as a data-reduction technique. The final tool contains 60 items on 7 subscales, with alphas ranging from .76 to .84. Alpha for the overall tool is .90. LCDSS can be further refined to improve all alphas, particularly in the case of the transactional, supervisor, and manager scales. Although still in its formative stages, LCDSS may be used to measure transactional and transformational leadership as exhibited by school principals. Definition and application of the cultural dimension warrant further study. Several tables are appended. (Author)

ED 397 508 EA 027 746

School Facilities: America's Schools Report Differing Conditions. Report to Congressional Requesters.
PUB DATE- Jun 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Differences; *Educational Facilities; *Educational Facilities Improvement; *Educational Facilities Planning; Educationally Disadvantaged; Elementary Secondary Education; Environmental Standards; Minority Groups; Regional Characteristics; *School Buildings; *School Maintenance; School Size

A 1995 General Accounting Office (GAO) study found that about one-third of schools nationwide serving 14 million students reported needing extensive repair or replacement of one or more buildings. This document presents findings of a GAO followup study that identified the differences in the: (1) condition of schools; (2) amount of funding needed to repair or upgrade facilities; and (3) number of students attending schools in inadequate condition by the following: location (state and region), community type, percentage of minority and poor students, and school level and size. Data were obtained from a nationally representative sample of about 10,000 public schools in over 5,000 associated school districts. The sample was derived from the Department of Education's 1993-94 Schools and Staffing Survey (SASS) and elicited a 78 percent response rate. The bulk of the study was conducted between January 1994 and February 1995, with additional analyses conducted through May 1996. Data show that although two-thirds of schools reported to be in satisfactory condition are found in every state, the one-third of schools reportedly not in satisfactory condition are also found in every state. Schools in unsatisfactory condition

Truancy is the first sign that a youngster is giving up and losing his or her way. Research shows that students who become truant and eventually drop out of school put themselves at a long-term disadvantage in becoming productive citizens. Dropouts are more likely to be on welfare or unemployed than high school graduates. High truancy rates are also linked to high daytime burglary rates, vandalism, and juvenile gang activity. In some cities, unexcused absences can number in the thousands daily. Combating truancy is a way for communities to reach out quickly to disaffected young people and help families struggling with rebellious teenagers. This guide offers parents, school officials, law enforcement agencies, and communities a set of principles for designing their own strategies. Schools and communities are advised to involve parents in all truancy-prevention activities, adopt a zero-tolerance stance against truancy, create meaningful incentives for parental responsibility, establish ongoing truancy-prevention programs in school, and involve local law enforcement in truancy-reduction efforts. The guide also discusses model community truancy-prevention programs in Wisconsin, California, Connecticut, New Jersey, Oklahoma, Virginia, Ohio, and Arizona and lists federal government resources. (MLH)

ED 397 527   EA 027 801

Fowler, William J., Jr., Ed.
Developments in School Finance, 1995. Fiscal Proceedings from the Annual NCES State Data Conference, July 1995.
PUB DATE- Jul 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Economics; *Educational Finance; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; *Expenditures; Federal Aid; Federal State Relationship; Fiscal Capacity; *Income; Performance; School District Spending; State Federal Aid; State Legislation; Teacher Salaries

Within the public elementary/secondary school systems of the United States there is tremendous diversity in educational funding provided by the federal government, states, and localities. An issue of intense interest to education policymakers is what influences the level and composition of state and local spending. This publication contains papers, presented at the annual National Center for Education Statistics (NCES) State Data Conference, that explored reasons why funding disparity among states persists. The papers share the theme that funding differences arise from differences in geographic location, economic ability, and relative position. These disparities will probably not be resolved quickly. The authors also share a pessimistic assessment of the future, predicting increasing student enrollments which will create more fiscal stress upon states and school systems with poor demographic and fiscal conditions Following the foreword and acknowledgments, the contents include: (1) "Introduction and Overview" (William J. Fowler, Jr.); (2) "Public School Teacher Cost Differences Across the United States: Introduction to a Teacher Cost Index (TCI)" (Jay G. Chambers); (3) "Meeting the Challenge of Devolution: How Changing Demographic and Fiscal Contexts Affect State Investments in Education" (Martin E. Orland and Carol E. Cohen); (4) "The Growth of Education characteristics, an analysis of features that build community, and day-in-the-life student scenarios. Appendices contain an overview of programs and budgets for one school, the percentage of students passing "major" subjects at one school, a "three-column" Paideia School Illustration, a sample 1993 school report card, and an example of monthly outlays completed by a teaching staff. (LMI)

ED 397 543 EA 027 939

Rossi, Robert J.
Education Reform and Students At Risk. Volume III: Synthesis and Evaluation of Previous Efforts To Improve Educational Practice and Development of Strategies for Achieving Positive Outcomes. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 83p.; For Volumes I-III of this particular study, see EA 027 937-939. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Data Analysis; Data Collection; *Educational Change; *Educational Environment; Educational Finance; Educational Innovation; Elementary Secondary Education; *High Risk Students; *Organizational Climate; Potential Dropouts; Prevention; *Program Effectiveness; Research Design
IDENTIFIERS- *Studies of Education Reform (OERI)

Despite the widespread attention given to education reform, no substantial knowledge base has existed for identifying and implementing effective reforms for at-risk student populations. This document, the third of three volumes, describes the research design for a study that identified the essential mechanics of effective reforms for students at risk. The study also identified the incentives for and barriers to implementing and sustaining reforms and their effects on students. The case study of 18 school sites involved two-person trips to 12 schools in 1994 and one-person trips to 6 schools in 1995. The first 12 sites were grouped into 6 pairs, according to their distinctive reform characteristics: major urban reforms; low-budget, high-systemic-support efforts; high-community-achievement sites; public-private ventures; high school restructuring efforts; and work/learning combinations. Methods included archival analysis; a survey of school staff; three different focus groups with teachers, students, and parents; the shadowing of two students at each school; classroom and campus observations; and interviews with the principal, onsite program coordinator, district superintendent, funding representatives, program advocate, program developer, and other administrators. The report contains a summary of publications and proceedings from the 1992 National Conference on Educational Reforms and At-Risk Students. (LMI)

ED 397 544 EA 027 940

Rutherford, Barry; And Others
Parent and Community Involvement in Education. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education; *Constructivism (Learning); *Educational Innovation; Educationally Disadvantaged; *Educational Technology; Elementary Secondary Education; *Learning Strategies; Program Implementation; Relevance (Education); Student Motivation; *Student Projects
IDENTIFIERS- *Studies of Education Reform (OERI)

Educational research shows that technology can enhance student acquisition of discrete skills through drill and practice. This document presents findings of a study that examined whether technology could provide significant support for constructivist, project-based teaching and learning approaches. It also identified the elements necessary for effective implementation of technology within an educational reform context. Data were derived from case studies that were conducted at nine sites whose programs emphasized education reform and provided authentic activities for students from economically disadvantaged backgrounds. Technology supported teachers' efforts to involve their students in long-term complex projects by helping students to believe that their work was important and authentic; increasing students' ability to deal with complexity; dramatically enhancing student motivation and self-esteem; creating a multiplicity of student roles; instigating student collaboration; and prompting teachers to act as coaches and advisors. Findings indicate that the most economically disadvantaged students can use technology tools to support their own learning, create high-quality products, and support collaboration with others. The implementation of such reforms is unlikely unless the private sector engages actively, constructively, and over the long term with schools. Reform takes an extended period to come to fruition, requires significant resources, and must attend to teachers' needs for support in undertaking both new learning and more difficult roles. A total of 12 exhibits, 3 figures, and 10 tables are included. (Contains 88 references.) (LMI)

ED 397 560   EA 027 956

Means, Barbara; And Others
Technology and Education Reform. Volume II: Case Study Reports. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 530p.; For Volumes I-III of this particular study, see EA 027 955-957. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; Computer Uses in Education; *Constructivism (Learning); *Educational Innovation; Educationally Disadvantaged; *Educational Technology; Elementary Secondary Education; Learning Strategies; Program Implementation; Relevance (Education); Student Motivation; Student Projects
IDENTIFIERS- *Studies of Education Reform (OERI)

Educational research has documented that technology can enhance student acquisition of discrete skills through drill and practice. This document presents case-study profiles from a

Groups; Group Discussion; *Inclusive Schools; Needs Assessment; Postsecondary Education; *Regular and Special Education Relationship; Resistance to Change; Special Education Teachers; *Teacher Attitudes; Teacher Education; Teachers; Teaching Methods
IDENTIFIERS- Virginia

This monograph describes results of focus group interviews with 28 regular and special education teachers in Virginia concerning their experience with inclusion of students with disabilities in regular education classrooms. An introduction notes the trend toward greater inclusion of these students while providing needed special educational support services. Among teacher concerns were lack of a continuum of services, discipline policies, transition of inclusion services, and increasing teacher workload. Obstacles and barriers that teachers identified concerned teacher and parent resistance; lack of staff, training, funding, and administrative support; and class size and composition. Essential supports identified included administrative support, peer support, parent support, continuum of services, adequate staff, and staff development. Effective strategies were categorized as planning, classroom/behavior management, instruction, and assessment strategies. Participants also shared positive and negative effects of inclusion on both students and teachers and reported that the most common inservice was informal discussion among teachers. Teachers felt that preservice programs should require courses about special education and expose students to a variety of school-based experiences. Ten recommendations are offered, including developing a plan to win teacher and parent support, providing significant training, and celebrating successes. The interview protocol is appended. (DB)

ED 397 578   EC 304 906

Trump, Gordon C.; Hange, Jane E.
Concerns about and Effective Strategies for Inclusion: Focus Group Interview Findings from West Virginia Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 32p.; For related documents, see EC 304 902-905.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Classroom Techniques; *Disabilities; *Educational Practices; Educational Strategies; Educational Trends; Elementary Secondary Education; Focus Groups; Group Discussion; *Inclusive Schools; Needs Assessment; Postsecondary Education; *Regular and Special Education Relationship; Special Education Teachers; *Teacher Attitudes; Teacher Education; Teachers; Teaching Methods
IDENTIFIERS- West Virginia

This monograph describes results of focus group interviews with 48 regular and special education teachers in West Virginia concerning their experience with inclusion of students with disabilities in regular education classrooms. An introduction notes the trend toward greater inclusion of these students while providing needed special educational support services. Among teacher concerns were academic and social discrepancies, student dependency, students with behavioral disorders, and assessment. Obstacles and barriers teachers identified concerned resistance to change; role confusion; and lack of administrative support, planning time, personnel, training, and programs are reviewed: "Bilingual/ESOL Special Education INFUSION," "Bilingual Special Education Interagency Collaboration Project," "Multisystem: Systematic Instructional Planning for Exceptional Bilingual Students," "Culture: Differences? Diversity! Inservice Program," "Project Partnership," and "Training in America's Multicultural Schools (Project TEAMS)." Barriers to systemic programmatic infusion of these successful programs are identified, including a lack of involvement by minority faculty and staff and implications of the transfer of funding authority to state and local authorities. A discussion of multicultural competencies for regular and special educators presents case studies to illustrate how traditional inservice training, labeling, misidentification procedures, low teacher expectations, and teacher-student interactions affect the outcomes for culturally diverse and at-risk students with learning disabilities. Proactive nontraditional strategies are proposed, involving new ways of thinking; curricular changes; modification and infusion of courses; testing, placement, and instructional expectations; and recruitment and retention of minority students, faculty, and staff at colleges and universities. (Contains 100 references.) (DB)

ED 397 595　　　　EC 304 925

Jordan, Linda; Goodey, Chris
Human Rights and School Change: The Newham Story.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Civil Rights; *Disabilities; *Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Program Development; Regular and Special Education Relationship; Special Schools
IDENTIFIERS- London Education Association

This report describes the desegregation of the education service in the London (England) Borough of Newham from 1986 to 1996, involving closure of most of the education authority's special schools and units and plans for all children with disabilities to be in mainstream schools by 1999. The report reviews the early days of local council policy making, the necessary consultations and compromises, how those seeking change responded to concerns, the building of the mainstream support network, staff development, and pupil achievement. Difficulties during the reorganization are noted as are the significant contributions of parents and people with disabilities. The report stresses the following key points: the policy commitment of the Newham Council, the reduction of children in segregated special education from 913 to 206, compromises, the need to change schools rather than fit children into the existing system, the improved academic achievement of Newham's children during this period, the role of parents in providing leadership, the assistance of a consultative committee comprised of individuals with disabilities, and the view of inclusion as an ongoing process. (DB)

ED 397 596　　　　EC 304 926

Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations. Fiscal Year 1997.

Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations; Career Choice; *Degrees (Academic); *Disabilities; Education Majors; Elementary Secondary Education; Federal Aid; Higher Education; Sex; *Special Education; *Special Education Teachers; *Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- Integrated Postsecondary Education Data System

This report presents data from the Integrated Postsecondary Education Data System and the Division of Personnel Preparation's database of supported teacher trainees for the years 1990-91 and 1991-92, on degrees awarded in special education and related health professions. Data are reported by field of study, by level of degree, and by gender. The report is intended to offer a snapshot of the supply side of personnel potentially entering the field of special education. Analysis suggests self-selection, by gender, of students graduating in the various subfields of special education as well as a generally negative situation in the supply of personnel, especially for leadership personnel in low-incidence areas. Trend data are presented to illustrate the downward spiral in total graduates in special education from 1969-70 to fewer than half that number in 1992-93. Analysis suggests the importance of increasing personnel preparation monies in the reauthorization of the Individuals with Disabilities Education Act and suggests a "payback" provision in which trainees supported with federal funds make a service commitment. Six tables present the data in detail. (DB)

ED 397 614 EC 304 946

Tompkins, Francine M.; And Others
Lessons Learned from Teachers' Action Research: Implications for K-12 Settings and Preservice/Inservice Teacher Preparation.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Research; College School Cooperation; *Disabilities; Early Childhood Education; Educational Change; Educational Practices; Elementary Secondary Education; Inclusive Schools; Instructional Effectiveness; Language Arts; Mastery Learning; Pilot Projects; *Regular and Special Education Relationship; Rural Areas; Suburbs; *Teacher Collaboration; Team Teaching; Technical Assistance; Transitional Programs; Urban Areas
IDENTIFIERS- *Wisconsin

The 3-year Wisconsin Action Research Project was designed to bring together teams of practitioners from general and special education and provide them with training and support to conduct action research studies. This report describes the first pilot year of the project. First-year action studies attempted to address the following three outcomes: effective practices with students having exceptional educational needs; collaboration among preservice and inservice educators; and alignment of

Skills; Vocabulary Development

The third year of an ongoing research project to document and evaluate an innovative Japanese language program in grades K-5 (n=195) is reported. Two strands of research are examined. The first deals with school and community ambiance, and attempts to capture in a systematic way the attitudes and perceptions of parents, teachers, and students in different age groups. The second strand investigates the language achievement of the children, focusing on oral proficiency, vocabulary development, and social uses of language. Results indicate that over a 3-year period, all children, regardless of age, can make considerable progress in foreign language proficiency and develop positive attitudes toward language learning. Additionally, the study showed that innovative language programs can move beyond their often marginalized status to become institutionalized within the school curriculum. (MSE)

ED 397 633 FL 023 709

Ishihara, Shinobu
Teaching Communicative Writing: Suggestions for High School English Teachers in Japan.
PUB DATE- Mar 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Awareness; Class Activities; Classroom Techniques; Communicative Competence (Languages); *Cultural Context; Educational Strategies; Electronic Mail; *English (Second Language); Foreign Countries; High Schools; Language Skills; Listening Skills; Reading Skills; Revision (Written Composition); Second Language Instruction; Skill Development; *Sociocultural Patterns; Speech Skills; *Writing Instruction; Writing Skills
IDENTIFIERS- Japan

An approach to teaching English writing to Japanese high school students that focuses on writing for communication is described. First, communicative writing is defined. Next, a central concern of writing in Japan, the notion of audience, is discussed and two ways of categorizing audiences (real vs. imagined and "safe" vs. "dangerous") are examined. Specific writing activities to address each kind of audience are then outlined. Teachers are advised to have students address a specific audience in an imagined situation first, then for a real audience such as other students or publics. The exercises are built on a specified task such as introducing oneself to a stranger, gathering information, or writing signs. Cultural differences that affect the writer-audience relationship are considered briefly, and writing techniques for establishing a dynamic interchange with the audience are explored, including those that integrate skills (writing and reading, writing and speaking/listening), use revision by either peers or teacher, and actually sending the communication to the audience, by mail or electronic transfer. Information concerning an intercultural electronic mail connection is appended. Contains 33 references. (MSE)

ED 397 634 FL 023 724

Kangli, Ji
An Evaluation of a Testing Model for Listening Comprehension.
PUB DATE- Oct 95

themselves, even though the honorific registers are found in everyday conversation. The ideology of the registers, rather than their actual usage, appears to be the most important point to consider for acceptable usage. (NAV)

ED 397 653 FL 023 956

Liao, Xiaoqing
Tradition and Innovation: A New Way To Explore a TESOL Method.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Grammar; *Instructional Innovation; Language Usage; Second Language Instruction; Teacher Role; *Teaching Methods
IDENTIFIERS- *China

This paper discusses a Teaching English to Speakers of Other Languages (TESOL) method appropriate for use in classrooms in China and offers a methodological framework with teaching principles. This method combines the communicative approach to language teaching with the more traditional grammar method. TESOL approaches in China are influenced by the national College Entrance Examination and the new Syllabus of China, and teaching methods must be in sync with these guides and encompass the theory of communicative language teaching. This new emphasis on communicative use as well as conscious cognition of language use may be called the communicative-cognition method. Using this approach, the teacher should only act as facilitator, advisor and monitor, co-communicator, and evaluator, while students should act as communicator. Emphasis should be on increased vocabulary teaching, ensuring that the student is the center of all classroom work, and increased practice without teacher explanation or interference. (Contains 14 references.) (NAV)

ED 397 654 FL 023 958

Huang, Su-yueh
The Efficacy of Using Writing Groups To Help Students Generate Ideas for Writing and Revise Drafts in an EFL University Writing Class.
PUB DATE- 17 Nov 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chinese; College Students; English (Second Language); Foreign Countries; *Group Dynamics; Higher Education; *Peer Influence; Revision (Written Composition); *Second Language Learning; Student Attitudes; Student Participation; *Teaching Methods; *Writing Skills
IDENTIFIERS- Taiwan

This paper reports on a pilot study of prewriting group discussions, and language of the discussion group, with 22 university students in a freshman English class in Taipei. Students were assigned to groups of Chinese discussion or English discussion on writing assignments. The quality of each group's first and second drafts was compared, and questionnaires were used to obtain information on the students' sources of ideas for writing first drafts and their attitudes

Conference on Adult Mathematical Literacy. Proceedings (Arlington, Virginia, March 20-22, 1994).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 116p.; For a related document, see CE 070 078.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adjustment (to Environment); Adult Basic Education; Adult Educators; *Adult Literacy; Classroom Environment; Classroom Techniques; Comparative Analysis; *Delivery Systems; *Educational Change; *Educational Needs; Educational Objectives; Federal Programs; Financial Support; Functional Literacy; *Literacy Education; Mathematics Instruction; Mathematics Teachers; National Organizations; *Numeracy; Performance Factors; Professional Associations; Teacher Attitudes; Workplace Literacy
IDENTIFIERS- Massachusetts

This document contains 13 papers from and about a working conference on adult mathematical literacy. The following papers are included: "Preface" (Iddo Gal, Mary Jane Schmitt); "Summary of Conference Discussions" (Iddo Gal et al.); "Reflecting about the Goals of Numeracy Education" (Iddo Gal); "Needed Skills and Skills Gaps: Adult Numeracy Demands, Abilities and Instruction" (Larry Mikulecky); "Comparison of Literacy to Numeracy Achievement in a Life-Skills Context" (Patricia Rickard, Richard Ackermann); "Federally Supported Adult Education Delivery System" (Division of Adult Education and Literacy, U.S. Department of Education); "Can the Delivery System Deliver? Realities of Numeracy Education in Adult Literacy Programs" (Iddo Gal); "Issues and Barriers in Workplace Numeracy Education" (Mary Ann Shope, Gretchen Watson); "Adult Basic Education Math Instruction--Massachusetts Practitioners' Viewpoints on the ABE (Adult Basic Education) Learner and the Instructional Environment" (Esther D. Leonelli, Ruth Schwendeman); "Exploring What Counts: A Summary Report of Research into ABE Math in Massachusetts" (Bonnie B. Mullinix, John P. Comings); "NCTM (Teachers Council of Teachers of Mathematics) and Change in Mathematics Education" (Peter Kloosterman); "Lessons Learned?" (Mary Montgomery Lindquist); and "The ABE Math Standards Project: Adapting the NCTM Standards to Adult Education Environments" (Mary Jane Schmitt). Many papers contain substantial bibliographies. Appended are the following: conference agenda; "calculator debate" activity; guidelines for contacting the Adult Numeracy Practitioners Network; and list of conference participants. (MN)

ED 397 232   CE 071 992

Gal, Iddo; And Others
Adult Numeracy Instruction: A New Approach. Participant Packet.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Adult Literacy; Annotated

Compensatory Time Model" (Yvonne Griffiths) focuses on the Northbrook College of Design and Technology model of caseloading; "The Professional Portfolio" (Ivor Hixon) discusses a system for teachers to establish client-partnership relationships with students at Blackpool and the Fylde College; and "The Danish Family System" (Torben Jessen) tells about a system for allocating staff time that is being developed and implemented in Aabenraa Business College in Denmark. (YLB)

ED 397 250 CE 072 064

Civil Rights Compliance in Vocational Education. 1993-94 Annual Report.
PUB DATE- Jun 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Civil Rights Legislation; *Compliance (Legal); *Equal Education; Minority Groups; Postsecondary Education; *Racial Balance; Racial Discrimination; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Michigan

This document provides a status report of the Michigan Department of Education's Civil Rights Compliance Program in the area of vocational education. The report is based on compliance audits of a minimum of 20 percent of the state's total number of secondary and postsecondary vocational education providers. Compliance activities were conducted by staff of the Office of Career and Technical Education Unit, the Community College Services Unit--Office of Higher Education Management, and IDEA Consultants, Inc. The report is presented in eight categories that summarize activities in each area: (1) compliance organization and staff; (2) state policy review; (3) review of state-operated institutions and programs; (4) subrecipients receiving agency desk audits; (5) identification of subrecipients for on-site reviews; (6) technical assistance activities; (7) subrecipients referred to the Office for Civil Rights; and (8) monitoring activities. All entities that were audited either had compliance plans in place or were willing to do so based on audit recommendations. (KC)

ED 397 251 CE 072 076

Partnership To Pave the International Information Highway.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 95
NOTE- 266p.; Prepared by Partners in Profound Knowledge.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Community Colleges; Comparative Analysis; Curriculum Development; Definitions; *Educational Needs; *Electronic Equipment; *Employment Qualifications; *Equipment Manufacturers; *Foreign Countries; International Organizations; Job Skills; Manufacturing Industry; Material Development; Needs Assessment; Statewide Planning; *Technology Education; Telecommunications; Two Year Colleges
IDENTIFIERS- American National Standards Institute; Canada; DACUM Process; International Standards; Mexico; Secretarys Comm on Achieving Necessary Skills; *Texas; United States

problems. The second task, model development, included the construction of the three-dimensional graphical objects of the scaffolding components, the construction of the texture images for SAVR's interface panels, and the construction of the SAVR program. Construction used a developmental approach that included six steps: (1) defining the problem, (2) designing the solution, (3) refining the solution, (4) considering a testing strategy, (5) coding, testing, and debugging the program, and (6) documenting the program. SAVR demonstrates the potential of virtual reality technology in safety training using a safe environment. (Contains 45 references.) (KC)

ED 397 268 CE 072 109

Prediger, Dale J.; Staples, Jane G.
Linking Occupational Attribute Preferences to Occupations. ACT Research Report Series 96-3.
PUB DATE- Jun 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; Career Information Systems; *Education Work Relationship; Higher Education; *Interest Inventories; Job Skills; *Occupational Clusters; *Occupational Information; Occupations; Secondary Education; Vocational Evaluation; Vocational Interests
IDENTIFIERS- DISCOVER System; *World of Work Map

A study was conducted to develop a procedure for linking occupational attribute preferences (OAPs or "job values") to occupations in DISCOVER, a computer-based career planning system. A 30-attribute Inventory of Work Preferences (IWP) was constructed and field tested with high school students. Procedures for rating occupations on IWP attributes were developed and implemented for the 497 occupations in DISCOVER. Analyses of occupational attribute differences across the 497 occupations were conducted in order to identify a small set of 16 IWP items that differentiate (in a reasonably appropriate manner) job clusters similar to Holland's (1985) occupational types and that differentiate American College Testing (ACT) Program job families. Principles guiding the development of a procedure for linking counselee attribute preferences to occupations via ACT's World of Work Map are described. The study concluded with four families that can be suggested for counselees on the basis of World-of-Work Map are described. The study concluded with four World-of-Work Map, the Inventory of Work Preferences, and 64 references.) (Author/KC)

ED 397 269 CE 072 110

Montgomery, Bette; Way, Wendy L.
Lost and Found Voices in the Process of Curriculum Change.
PUB DATE- 1 Dec 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Vocational Association Convention (Denver, CO, December 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Change Strategies; Consumer Education; *Curriculum Development; *Educational Change; Family Life Education; Higher Education; *Home Economics; Resistance to Change; Secondary Education; *Teacher Attitudes

objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 286 CE 072 171

Mississippi Curriculum Framework for Allied Health (Program CIP: 51.1699--Nursing, Other). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 106p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Allied Health Occupations Education; Behavioral Objectives; Career Awareness; Career Exploration; Classroom Techniques; Competence; *Competency Based Education; Computers; Core Curriculum; Dental Assistants; Educational Equipment; Emergency Medical Technicians; Employment Potential; Employment Qualifications; Home Health Aides; Job Skills; Leadership; *Medical Assistants; Medical Laboratory Assistants; Occupational Therapy Assistants; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Therapists; Veterinary Assistants; Vocational Education
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for allied health I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both clusters, and section II contains outlines of the instructional units required in each cluster. Units in cluster I are as follows: course overview; career awareness and exploration; medical, legal, and ethical responsibility; universal precautions; safety; medical terminology; body structure and function and applied skills; and human growth and development. Units in cluster II include the following: computers in the health care system, therapeutic health care careers, emergency health care careers, psychosocial health care careers, patient contact care careers, public health careers, diagnostic and laboratory health care careers, health care administrative careers, employability skills, dental health care careers, support services in health care careers, and animal health care careers. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 287 CE 072 172

Mississippi Curriculum Framework for Dental Assisting Technology Programs (Program CIP: 51.0601--Dental Assistant). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96

Measurement Techniques; Plumbing; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- Mississippi; Residential Wiring

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for two secondary-level courses in the building trades: building trades I and II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course consists of the following units: orientation; safety; construction math, measurement, and blueprint reading; hand tools, power tools, and stationary equipment; introduction to carpentry; introduction to electrical wiring; introduction to masonry; and introduction to plumbing. The second course contains these units: orientation; safety; advanced carpentry; advanced electrical wiring; advanced masonry; and advanced plumbing. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 304 CE 072 189

Mississippi Curriculum Framework for Plumber and Pipefitter/Steamfitter (Program CIP: 46.0501--Plumber and Pipefitter). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 78p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Blueprints; Community Colleges; Competence; *Competency Based Education; Construction (Process); Core Curriculum; Engineering Drawing; Heating; *Plumbing; State Curriculum Guides; Statewide Planning; Technical Institutes; *Trade and Industrial Education; Two Year Colleges; Welding; Work Experience Programs
IDENTIFIERS- Mississippi; *Pipe Fitters

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the plumber and pipefitter/steamfitter cluster. Presented in the introductory section are program descriptions and suggested course sequences for the plumbing and pipefitting programs. Section I lists baseline competencies for each program. Section II consists of course outlines for each course in the following sequences: plumbing and pipefitting (fundamentals of plumbing/pipefitting, blueprint reading for piping trades, sketching, and low-pressure boilers); pipefitting (tacking, brazing, and burning; basic pipe fabrication, pipe specifications and systems, rigging and signaling, advanced pipefitting lab, steel ship building and marine construction, special project in pipefitting and work-based learning in pipefitting); and plumbing (gas piping, drainage and sewer systems, plumbing

Mississippi Curriculum Framework for Vehicle and Mobile Equipment Mechanics (Program CIP: 47.0699--Vehicle and Mobile Equipment Mech.). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 76p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Engines; Hand Tools; Leadership; *Motor Vehicles; Power Technology; *Repair; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for vehicle and mobile equipment mechanics I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Vehicle and Mobile Equipment I contains the following five units: (1) orientation and safety; (2) tools, technical references, measurement, and fasteners; (3) basic vehicle service; (4) brakes; and (5) basic electrical service. The second-level course contains these five units: (1) engine performance--gasoline and diesel; (2) drive trains; (3) steering and suspension systems; (4) air conditioning and heating service; and (5) hydraulics. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 322 CE 072 207

Mississippi Curriculum Framework for Machine Tool Operation/Machine Shop (Program CIP: 48.0503--Machine Shop Assistant). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 81p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Employment Qualifications; Hand Tools; Leadership; Machinery Industry; *Machine Tool Operators; *Machine Tools; Metal Working; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and

Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 71p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Accounting; *Banking; Behavioral Objectives; *Business Education; Community Colleges; Competence; *Competency Based Education; Computer Oriented Programs; Consumer Economics; *Core Curriculum; Credit (Finance); Finance Occupations; *Financial Services; Legal Responsibility; Macroeconomics; Microcomputers; Money Management; Office Management; Professional Development; Spreadsheets; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; Work Experience Programs
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the banking and finance technology program. Presented in the introduction are a program description and suggested course sequence. Section I is a curriculum guide consisting of outlines for each of the following course sequences in the program: banking and finance technology (principles of banking, money and banking, consumer lending, commercial lending, professional development in financial institutions I-II, business policy, professional development in financial institutions III-IV, business finance, bank accounting, work-based learning in banking and finance technology, and special project in banking and finance technology); related vocational-technical courses (microcomputer applications, applied business math, electronic spreadsheets, mechanics of communication, business communication, advanced microcomputer applications, administrative office procedures, income tax accounting, payroll accounting, business accounting, and computerized accounting); and related academic courses (principles of economics (macroeconomics), the legal environment of business I, and principles of accounting I-II). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section II. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile. (MN)

ED 397 339 CE 072 224

Mississippi Curriculum Framework for Business and Computer Data Processing (Program CIP: 52.1201--Mgmt. Info. Systems & Business Data). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 48p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Behavioral Objectives; *Business Education; Classroom Techniques; Competence; *Competency Based Education; Computer Networks;

on parenting styles, Chapter 5 looks at three parenting styles: dominant, smothering, and permissive, along with three kinds of discipline--intervention, interaction, and non-intervention. Chapters 6 and 7 discuss the negotiation of boundaries, rules, and limits within the home and explain how negotiation requires only a few rules and some specific guidelines. Chapter 8 looks at responsible behavior and how parents can move children away from a negative spiral of irresponsible behavior. Discipline is an important theme in this book, and Chapter 3 and Chapters 9 through 14 discuss ways in which children can be disciplined without violating their rights. The final chapter argues that raising children has become a community responsibility and that parents need the support of the community in countering the negative influences that infiltrate the modern home. (RJM)

ED 397 356   CG 027 210

Moore, Kristin A.; And Others
Adolescent Pregnancy Prevention Programs: Interventions and Evaluations.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Jun 95
NOTE- 508p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Intervention; Literature Reviews; *Pregnancy; Pregnant Students; *Prevention; Secondary Education; Youth Problems; Youth Programs

Widespread concern about teenage childbearing led to the establishment of numerous intervention programs throughout the United States during the 1980s. Nevertheless, between the mid-1980s and the early 1990s, the teen birth rate rose in every state. This volume examines numerous prevention programs and makes recommendations for establishing effective preventative measures. Research shows that no remarkably successful program stands out in reducing adolescent childbearing. Unfortunately, aside from a few well-designed, well-implemented, and well-evaluated studies, most of the program that have been implemented have been small, ad hoc, and poorly designed short-term projects. To identify strategies that will affect levels of adolescent sexual activity, contraceptive use, and pregnancy, it will be necessary to mount a coherent set of evaluation studies based on theory and existing research, using rigorous experimental methods. There is a need to develop broader programs that not only focus on poverty, school failure, and family problems, but also develop family strengths. Three appendices, which make up the bulk of the document, are: (1) Programs/Interventions by Evaluation Approach; (2) Power Analyses, which describes a statistical measure of a program's effect; and (3) Pregnancy Prevention Programs and Evaluations: Detailed Descriptions. Contains a 300-item bibliography. (RJM)

ED 397 357   CG 027 212

Moore, Kristin A.; And Others
Adolescent Sex, Contraception, and Childbearing: A Review of Recent Research.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Jun 95
NOTE- 248p.

when they were extended into older adolescence. Influence of parenting style appears to wane with increasing age of older adolescents, especially after a semester of college. Contains 46 references and 4 tables. (Author/JBJ)

ED 397 377 CG 027 240

Ellis, Marianne Greely
Parent-Child Reading Programs: Involving Parents in the Reading Intervention Process: Summary of Dissertation Research.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual National Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Children; Elementary Education; Grade 2; Grade 3; *Intervention; Parent Participation; *Parent Student Relationship; Reading Improvement; *Reading Instruction; Reading Motivation; *Reading Strategies; Self Concept
IDENTIFIERS- Basic Reading Inventory (Johns)

Studies investigating the impact of parent involvement programs on children's reading ability and children's self concept usually fail to use rigorous research methods. This study utilizes a pre-test/post-test experimental design to investigate the effects of a 12 week parent and child reading intervention on the reading ability and self perceptions of reading ability in second and third grade students. Twenty parents, randomly assigned to the experimental group, participated in the weekly program sessions. The sessions emphasized simple techniques that parents could use at home to help their child in reading, such as relaxed reading, paired reading, and praise and encouragement. The "Basic Reading Inventory" and "The Self Concept as Reader" subscale of the "Motivation to Read" scale were administered to the children before and after the intervention. Statistical analyses revealed significantly greater improvements in reading as measured by the number of errors made on graded passages for the experimental group. No significantly greater improvements were made by the experimental group in terms of the number of errors made on graded word lists or graded comprehension questions, or in self perceptions of reading ability. Findings support the notion of parental involvement in reading to improve reading ability. Contains 59 references. (RJM)

ED 397 378 CG 027 241

Tillmann, Jennifer D.; Ford, Laurie
African-American Family Involvement in Early Childhood Special Education Programs.
PUB DATE- 15 Mar 96
NOTE- 29p.; Paper presented at the Annual National Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Black Students; Children; *Early Childhood Education; Elementary Education; *Family Involvement; Parent Influence; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Special Education

cultural diversity is an effective process. As a community of learners, they become comfortable in interacting with the text in books about their own and parallel cultures. Books being published for children that reflect views of unity and community have increased in numbers. Books published in 1995 that address the dimensions of community, unity, and communitarianism fall into three categories: books about the cultural interconnectedness of children, families, and communities; selections about common ecological and biological conditions and concerns; and literature highlighting societal issues and problems. Ideas, strategies, and literature response activities can be used to engage children in literacy learning with books on unity and community. (Contains a 42-item annotated bibliography and a chart relating activities that engage children to specific books.) (RS)

ED 397 397 CS 012 539

Lollis, Sylvia R.
Improving Primary Reading and Writing Instruction through a Uniquely Designed Early Literacy Graduate Course.
PUB DATE- 96
NOTE- 48p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Educational Philosophy; *Emergent Literacy; Graduate Study; Higher Education; *Instructional Improvement; Primary Education; *Reading Instruction; Teacher Behavior; Teacher Education; Teacher Role; Teaching Models; Teaching Skills; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Teacher Knowledge

A practicum was designed to increase the number of primary teachers who possess a more current reading and writing philosophy and would implement theory-driven teaching practices. The problem addressed in the practicum was that primary reading and writing instruction did not reflect current research, theory, and practices. Many classroom teachers did not possess a reading philosophy, thus did not understand underlying teaching practices. A graduate level course was developed for teachers of primary grades kindergarten-3 that encourages teachers to form their reading/writing philosophy and implement theory-based teaching practices. Opportunities were provided to discuss current research, prevalent teaching models were demonstrated, and classroom visits were made to model teaching strategies and give feedback on strategies that teachers had implemented. Results of the practicum indicated that the number of primary teachers using current literacy theory and practices can be increased through teacher education, modeling, and feedback on teaching practices. Having a clearly defined reading philosophy enhanced teachers' practices and empowered them to select effective teaching practices that fit their students' needs. (A district mission statement and a reading philosophy rubric are appended; contains 20 references.) (Author/CR)

ED 397 398 CS 012 542

Kulekowskis, Jennifer
The Effect of Student Behavior on the Reading Achievement of Second Grade Students.
PUB DATE- 96
NOTE- 15p.

writer; and (12) a willingness to use, abuse, or confuse conventions. Genre fiction fits into the professional interests of those most frequently teaching academic discourse. It open up ways to talk about academic discourse and the peculiarities of its style. Teachers of writing know writing is writing, good writing is good writing, and to educate students about writing, teachers use whatever the student is doing. That is, people write from their imaginations; for a teacher to take away a writer's genre, focus, or perspective because of teacher prejudice will not help writers improve their writing. (Contains 10 notes, an overview of the presentation, and several appended exercises.) (TB)

ED 397 416 CS 215 344

Beene, LynnDianne
Professional Writers Teaching Professional Writing: Transcending the Borders between Professional Writers and Academic Scholars, Harmonizing Throught and Reality: A Text Arguing for Teaching Sentences First, Last, and Foremost.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grammar; Higher Education; Punctuation; *Sentences; *Syntax; *Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- *Professional Writing

Good writing is good sentences. It is a simple truth that many in the business of teaching writing have strayed from. Good writing is a first sentence that makes a reader want to read the second sentence, a second sentence that makes a reader want to read the third, and so on. Erika Lindemann suggests that certain types of sentence instruction can be a waste of time, but that sentence grammar is pivotal to any professional success. Writers such as Anthony Burgess, Don Murray, and Stephen Pinker communicate beautifully because they know more about sentence grammar than the student population at a university does. Publishers buy vigorous writing, and that vigorous writing is concise. Also, it is only by knowing sentence construction, that individuals can stray fearlessly from the rules and know that they are still communicating effectively. It is time to stop running from grammar and sentence instruction and realize the importance such instruction holds. It is time to realize that if an individual can write a good sentence, then that individual is going to be, at the very least, a better writer. (Attached are pertinent quotes from famous writers.) (TB)

ED 397 417 CS 215 345

Young, Beth Rapp
Formula Fiction and Hypertext.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Elementary Secondary Education; *English Instruction; Error Analysis (Language); *Grammar; Higher Education; Literacy; *Teaching Methods; Technical Writing; *Writing Instruction
IDENTIFIERS- *Educational Issues

This proceedings contains papers presented at the sixth annual conference of the Assembly for the Teaching of English Grammar. Papers in the proceedings are: "The Politics of Grammar" (Sabah A. Salih); "(Still) Trying to Find an Answer to the Problem of 'Error' in Writing" (William McCleary); "Grammar and Literacy: Embedding Outside Sources in Text" (Jim Kenkel and Robert Yates); "The Nine-Question Method of Teaching Grammar" (Glenn Swetman); "Simplifying Tree Structures in the Grammar Classroom" (R.A. Buck); "Teaching Grammar through Technical Documents" (Jim Brosnan); "Proposal for an Official AETG Bibliographer" (Delma McLeod-Porter); "A Hands-On Non-Traditional Grammar That's Fun" (Anthony Hunter); "Between Restrictive and Nonrestrictive: Amplifying Clauses" (Brock Haussamen); "Using Error Notebooks to Improve Grammar" (James Boswell, Jr.); "Surrealism and Grammar: Creatively Reinvigorating the Classroom" (Kevin Griffith); and "Functional Grammar for English (Not Latin)" (Carolyn G. Hartnett). Minutes of the 1994 business meeting, the 1995 conference program, and a list of conference participants are attached. (RS)

ED 397 435 CS 215 404

Partial Proceedings of the Annual Conference of the Assembly for the Teaching of English Grammar (5th, Normal, IL, August 12-13, 1994).
PUB DATE- Aug 94
NOTE- 90p.; For Proceedings 1990-1995, see CS 215 403-408.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Freshmen; English (Second Language); *English Instruction; *Grammar; Higher Education; Multicultural Education; Punctuation; Teacher Attitudes; Writing Evaluation; *Writing Instruction; Writing Skills; Writing Teachers
IDENTIFIERS- *Educational Issues

This partial proceedings contains papers presented at the fifth annual conference of the Assembly for the Teaching of English Grammar on the topic of learning, teaching, and researching grammar. Papers in the proceedings are: "Using Grammatical Information to Make Rhetorical Points (Wanda Van Goor); "Grammar with a Purpose: Using Grammar to Teach Style to College Freshmen" (Paula Foster and Summer Smith); "Punctuation and Grammar: Driving Forces in Composition" (Debra Laaker Burgauer); "The Uneasy Partnership between Grammar and Writing Instruction" (Robert Funk); "The Philosophical Roots of Traditional English Grammar" (Robert Einarsson); "After Jesperson: Nexus and Modification" (Ed Vavra); "Whose Judgments?: A Survey of Faculty Responses to Common and Highly Irritating Writing Errors" (Margaret Kantz and Robert Yates); "Handbooks and Variation in Agreement" (Terry Lynn Irons); "Unabashed Notes on the 'G-Word': Grammar in the Classroom" (John Horlivy); "The Role of Grammar in the Teaching of Writing to ESL College Students" (Ru Zhang); "A Case for Grammar in a Multicultural College Writing Classroom" (Immaculate Kizza); "Improving Grammar and Other Writing Skills with Text Reconstruction (TR)" (Myra Linden); and "On Grammar, Writing Style and Writing Assessment: A Look at the Grammatical Choices Made within Standardized and Computer Adaptive Testing" (Daniel Kies). (RS) titles of annotated books appearing in capital letters. (NKA)

ED 397 454 CS 509 270

Hatton, Debbi
Womyn and the "L": A Study of the Relationship between Communication Apprehension, Gender, and Bulletin Boards.
PUB DATE- Nov 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; Computer Uses in Education; *Debate; *Electronic Mail; Higher Education; *Information Networks; National Surveys; *Online Systems; *Sex Differences
IDENTIFIERS- Cross Examination Debate Association; *Gender Issues

Discussion abounds about the quality of rhetoric on computer bulletin boards, chat lines and e-mail. Within the past year the CEDA-L, a bulletin board dedicated to the communication of the Cross Examination Debate Association community, has become one of the most popular avenues for information dissemination. A study examined 1000 messages posted to the bulletin board during the period beginning November 2, 1994 and ending January 19, 1995, and also examined responses to a survey distributed on the system. Of the 107 surveys returned, 78 identified themselves as male, 29 as female. Results showed a similarity between the genders when dictating the number of times that an individual read the bulletin board. A discrepancy arose, however, when comparing those who read only (i.e., non-intrusive observers), and those who read and posted. While men tended to reply openly to the board, women chose to read only or read and post directly to individuals. Also, the utilization of the information found on the bulletin board shows an even greater gender discrepancy. While females use the service for information gathering, to inquire about situations or tournaments, males chose to discuss theory and the outcomes of rounds. Perhaps the most intriguing information was derived from the last portion of the survey dealing with reasons for use or nonuse. Of the 29 female respondents, 6 asked that their name not be used; of the 78 males, none made that request. Additionally, feelings of inadequacy plagued both genders. (TB)

ED 397 455 CS 509 287

Novelly, Maria C.
Theatre Games for Young Performers: Improvisations and Exercises for Developing Acting Skills.
PUB DATE- 85
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acting; *Adolescents; Class Activities; *Creative Dramatics; Creative Expression; Educational Games; *Improvisation; Junior High Schools; *Pantomime
IDENTIFIERS- Drama in Education

terms of income, race, ethnicity, and background; fractured authority and financing; schools burdened by social problems; and a widespread attitude that the primary determinant of success and learning is either IQ or family circumstances instead of effort. Despite positive accomplishments in education, such as the governors' involvement and the Goals 2000 initiative, there are still significant barriers to meeting higher standards. The President made the following recommendations: (1) Standards should be accompanied by accountability--an assessment system with consequences; (2) the system should reward and demand higher standards of teachers; (3) schools should be held accountable for results; (4) the business community can help school districts reinvent their budgets; (5) the states should provide more options for parents, for example, more charter schools; (6) school safety must be a priority; (7) schools should be open longer; and (8) the business community can help make educational technology available to all classrooms. (LMI)

ED 397 474   EA 027 703

O'Hora-Weir, M. Eileen; Ganopole, Selina
The Impact of School Level and Socioeconomic Variables on the Adoption of School Community Based Management in Hawaii's Public Schools.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Econometrics; Economic Factors; Elementary Secondary Education; *Participative Decision Making; *Predictor Variables; *Public Schools; *School Based Management; School Statistics; *Socioeconomic Influences; Statistical Analysis
IDENTIFIERS- *Hawaii

The School Community Based Management (SCBM) process for the Hawaii public school system, legislated in 1989, elicits input from administrators, teachers, support staff, parents, students, and community members. SCBM shifts some of the decision making powers to the school and can be adopted by a school on a voluntary basis. This study develops a qualitative response model which attempts to explain an individual school's decision to adopt SCBM. The study applied a profit procedure using school-level characteristics and socioeconomic data for all of Hawaii's public schools. A subset of explanatory variables was identified as statistically significant in impacting the probability of adoption of SCBM. The variables that positively affected the choice to become an SCBM school included: (1) the percentage of students in attendance for the entire school year; and (2) the percentage of classrooms available relative to state requirements. The percentage of students receiving free lunches and the percentage of students scoring in the above-average stanine of the SAT scores in reading demonstrated a significant negative impact on the SCBM decision. The percentage of teachers remaining at the school longer than 5 years was also negatively correlated with the adoption of SCBM. Tests for goodness-of-fit found that the model provided a fairly good fit and that it was more successful in predicting nonadoption of SCBM. The model is deficient in its omission of leadership qualities and impacts of departmental policies. Five tables and two figures are recommends that educators and policymakers shrink the bureaucracy; create smaller places within schools (for example, schools-within-schools); develop cooperative social relations within schools; and emphasize academic pursuits. Three tables and six endnotes are included. The appendix explains how the measures used in the study were constructed. (LMI)

ED 397 492 EA 027 727

King, M. Bruce; And Others
Participatory Decision Making.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 31p.; In: Fred M. Newmann & Associates. "Restructuring for Authentic Student Achievement: The Impact of Culture and Structure in 24 Schools," Chapter 10. San Francisco, Jossey-Bas, 1996.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; Elementary Secondary Education; Governance; Organizational Climate; *Participative Decision Making; *Power Structure; *School Based Management; School Organization; Teacher Influence; *Teacher Participation

Shifting from traditional, hierarchical bureaucracies to participatory governance and decision making is a major theme in school restructuring. This paper focuses on the involvement of teachers in key aspects of school decision making. Specifically, the paper describes how changes in power relations supported teachers' focus on improving the intellectual quality of their own and students' work. The 24 schools that participated in the School Restructuring Study (conducted by the Center on Organization and Restructuring of Schools) illustrated four types of power relations, only one of which appears to hold promise for the promotion of authentic pedagogy. The four types included consolidated, balkanized, laissez-faire, and shared decision making. Findings indicate that restructuring school decision making, in terms of either structures or power relations, does not necessarily improve the quality of pedagogy provided to students. Participatory decision making, when power was shared, could facilitate more authentic pedagogy and learning. Within a school culture that valued intellectual quality, shared power in decision making reinforced that priority and helped to support sustained programmatic efforts to achieve instructional goals more than the other three patterns. Principal and teacher leadership played a key role in facilitating the sharing of power and advancing the school's vision for high quality teaching and learning. The data show how cultural aspects of a school's power relations interact with formal structures of decision making. One figure is included. (Contains 6 endnotes and 22 references.) (LMI)

ED 397 493 EA 027 728

Wright, Doris J.
Multicultural Issues in Organizational Consultation: A Conceptual Model for Intervention.
PUB DATE- Aug 93
NOTE- 20p.; Paper prepared for the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English

are concentrated, however, in central cities and serve large populations of poor or minority students. Some states have above-average expenditures to repair and upgrade school facilities, but all states are affected. Similarly, virtually all communities, even some of the wealthiest, are grappling with how to address school infrastructure needs while balancing them with other community priorities. Four figures are included. Appendices contain technical notes; data on the condition of buildings and building features, environmental conditions, estimated funding needs, and spending for federal mandates; a copy of the questionnaire; and a list of GAO contacts and acknowledgments. (LMI)

ED 397 509 EA 027 747

Bell, Chip R.
Managers As Mentors: Building Partnerships for Learning.
PUB DATE- 96
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Instructional Leadership; *Interprofessional Relationship; *Leadership Styles; Leadership Training; Listening Skills; *Management Development; *Mentors; Organizational Development; *Professional Development

A new paradigm for mentoring is necessary in today's companies, which Peter Senge has referred to as "learning organizations" (Senge 1990). This book argues that mentoring in learning organizations today means valuing creativity over control, fostering growth by facilitating learning, and helping others get smart, not only get ahead. In the new mentoring relationship that fits current business realities, mentoring is a collective pursuit that works best when mentors are focused on building rather than boasting. The book describes the power-free facilitation of learning, about teaching through consultation and affection rather than through control and assessment. Part 1, "Mentoring Is...," describes the principles and roles of mentoring as new forms of leadership are needed in an environment of fast-changing technologies. Part 2, "Surrendering," describes ways that mentors can relinquish efforts to control the relationship. Part 3, "Accepting," focuses on learning how to practice accepting skills, such as dramatic listening and the management of learner resistance. Chapters in the fourth part, "Gifting," address the need for reciprocity in the mentor-protege relationship. Chapters in part 5, "Extending," address helping the protege to become self-sufficient. An index is included. (Contains 34 references.) (LMI)

ED 397 510 EA 027 749

Annual Evaluation Report, Fiscal Year 1990.
PUB DATE- 91
NOTE- 558p.; Submitted by Lamar Alexander, Secretary of Education.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Bilingual Education Programs; *Educational Finance; Elementary Secondary Education; Expenditures; *Federal Programs; Income; Postsecondary

Revenues Between 1982-83 to 1991-92: What Accounts for Differences Among States?" (Nicola A. Alexander); (5) "A Study of Administrative Expenditures in Texas Public Schools" (Chrys Dougherty); (6) "Administrative Expenditure Limits for Texas Public School Districts" (Scott Jay Lewis); (7) "Summary of 'Where's the Money Gone': Changes in the Level and Composition of Education Spending (1967-1991)" (Richard Rothstein); and (8) "Improving School Performance While Controlling Costs" (Eric Hanushek). Most chapters contain references. (LMI)

ED 397 528 EA 027 802

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty, 1994-95. E.D. TABS.
PUB DATE- Jul 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Rank (Professional); Compensation (Remuneration); *Contract Salaries; Educational Finance; Employment Practices; *Full Time Faculty; *Higher Education; Personnel Policy; Salary Wage Differentials; State Action; *Teacher Salaries

The U.S. Department of Education has collected data on full-time instructional faculty at institutions of higher education since 1968. This report presents the results of analyses of data on salaries of full-time instructional faculty on 9- and 10-month contracts at postsecondary education institutions. The data were collected through the Integrated Postsecondary Education Data System (IPEDS) for the academic years 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, and 1994-995. Salary data were requested from 3,767 postsecondary institutions in 1994 for an overall response rate of almost 92 percent. The report presents information on the following: the number of full-time instructional faculty on 9- or 10-month contracts; average salaries; a comparison of average schools across different academic ranks and across the years 1989-90 through 1994-95; average salaries by academic ranks and sex for the same year; and academic salaries by institutional control, academic rank, and state. The average salary for all ranks of full-time instructional faculty was $47,800, which varied by rank. In 1994-95, the salary increases for all ranks outpaced inflation except for the salaries of lecturers and those with no academic rank. In 1994-95, average salaries for male full-time instructional faculty were approximately $10,000 higher (24 percent) than the average salaries for female full-time instructional faculty. However, when rank was considered, men's and women's average salaries were somewhat more comparable. Average salaries also varied by institutional control and level and by state. Eleven tables are included. Appendices contain descriptions of the survey and the survey methodology. (LMI)

ED 397 529 EA 027 803

Fowler, William J., Jr.
Selected Papers in School Finance, 1994.
PUB DATE- Jul 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Cost Effectiveness;

PUB DATE- 95
NOTE- 146p.; For Volumes I-III of this particular study, see EA 027 940-942. For documents related to this study, see ED 368 511-512. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Family School Relationship; Intermediate Grades; Middle Schools; *Parent Participation; *Parent School Relationship; Partnerships in Education; Program Effectiveness; *School Community Relationship; School Restructuring
IDENTIFIERS- *Studies of Education Reform (OERI)

Genuine educational reform depends on developing relationships with the home, community groups, politicians, and the business community (Seeley, 1981). This volume is the first of three volumes that are products of a 3.5 year study of education reform, with a focus on the role of parent, family, and community involvement in the middle grades. The study sought to identify barriers to and incentives for reforming parent and community involvement in middle-grade education; effective implementation strategies; and the source, nature, and content of information that affects the reform of parent-community involvement. The study focused on comprehensive districtwide parent and community involvement programs, school restructuring, and school-initiated adult-child learning programs. This volume summarizes the research literature, presents the results of visits to each of nine sites as case summaries, and provides cross-narrative findings. Visits were made to nine middle-grade sites during the 1993-94 school year. The study targeted the following areas for study: program context, planning and design, current implementation, support systems, and outcomes. School districts and schools that were undergoing middle-grade reform constructed the meaning of reform through stakeholder participation; held strong visions and deep understandings of the change process; established strong policies that supported reform efforts; viewed the school as a community; and sometimes acted out political struggles in the school-reform arena. Outcomes for students included a strong relationship between school/family partnerships and improved student achievement; positive relationships and attitudes about schools, teachers, their families, and the community. Outcomes for parents and families included increased knowledge and skills; and positive attitudes about teachers and schools; closer connections with the school and the curriculum; and the creation of new roles for involvement in their students' learning. Teachers experienced strong connections with families of students and new facilitator roles. Schools garnered an increase in parent, family, and community involvement and increased support for school-reform efforts. Finally, investment in human resources, rather than "more-is-better" spending was the most efficient way to support school-family and community partnerships. (Contains 157 references and a 17-item bibliography of current products.) (LMI)

ED 397 545 EA 027 941

Rutherford, Barry; And Others
Parent and Community Involvement in Education. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

study that examined whether technology could provide significant support for constructivist, project-based, teaching and learning approaches. The study also identified the elements necessary for the effective implementation of technology within an educational reform context. Data were derived from case studies that were conducted at nine sites whose programs emphasized education reform and provided authentic activities for students from economically disadvantaged backgrounds. The sites, 8 individual schools and 1 network of 462 schools, were selected on the basis of the following criteria: (1) the strength of the site's education reform agenda over technological use for its own sake; (2) the involvement of large numbers of students from economically disadvantaged backgrounds, representing a variety of cultures, ethnic groups, and linguistic experiences; and (3) the use of network and other distance-learning technologies. (LMI)

ED 397 561 EA 027 957

Means, Barbara; And Others
Technology and Education Reform. Volume III: Technical Appendix. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 50p.; For Volumes I-III of this particular study, see EA 027 955-957. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education; *Constructivism (Learning); Data Analysis; Data Collection; *Educational Innovation; Educationally Disadvantaged; *Educational Technology; Elementary Secondary Education; *Learning Strategies; Program Implementation; Relevance (Education); Research Design; Research Methodology; Student Motivation; *Student Projects
IDENTIFIERS- *Studies of Education Reform (OERI)

Educational research has shown that technology can enhance student acquisition of discrete skills through drill and practice. This document describes the research design of a study that examined whether technology could provide significant support for constructivist, project-based teaching and learning approaches. The study also identified the elements necessary for effective implementation of technology within an educational reform context. Data were derived from case studies that were conducted at nine sites that emphasized education reform and provided authentic activities for students from economically disadvantaged backgrounds. The sites, 8 individual schools and 1 network of 462 schools, were selected on the basis of the following criteria: (1) the strength of the site's education reform agenda over technological use for its own sake; (2) the involvement of large numbers of students from economically disadvantaged backgrounds, representing a variety of cultures, ethnic groups, and linguistic experiences; and (3) the use of network and other distance-learning technologies. Data were collected through observation; document review; and interviews with school technology coordinators, principals, teachers, students, and district personnel. The volume describes procedures for sample selection, data collection and analysis, and coding for the software program, Ethnograph. It also contains sample interview guides and copies of the school- and classroom-level debriefing forms. Five exhibits, one funding. Essential factors included support of central office administrators, school principals, parents, and regular education students. Effective strategies were categorized as learning strategies, information management, instructional modifications, and assessment. Participants also felt that the regular teacher's attitude was the primary determinant of how a class is affected by inclusion. Teachers identified valuable inservice training topics such as webbing the curriculum and collaborative learning. Suggestions for improving teacher preparation programs included extensive field experiences and discussion of such topics as teaming, parent relations, and behavior management. Five recommendations are offered, such as demonstrate commitment to inclusion and increased training, and provide more time for collaborative planning. The interview protocol is appended. (DB)

ED 397 579   EC 304 907

Wald, Judy L.
Culturally and Linguistically Diverse Professionals in Special Education: A Demographic Analysis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; *Cultural Differences; Data Collection; *Disabilities; Educational Policy; Elementary Secondary Education; Futures (of Society); Higher Education; Minority Group Children; *Minority Group Teachers; Preservice Teacher Education; School Demography; *Special Education Teachers; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Diversity (Faculty)

This paper identifies issues associated with the supply and demand of culturally and linguistically diverse teaching professionals, particularly special educators. It notes an alarming disparity between the supply and the demand of special education teaching professionals representing diverse populations. First, data on general and special education demographics are provided. Definitional issues are briefly addressed, noting that a "minority" may well actually be the majority in some school systems. The critical importance of population projection data in addressing the supply and demand of culturally and linguistically diverse special educators is stressed. The scarcity of relevant data and the importance of data collection in providing an empirical basis for policy decisions are stressed. Variables related to the imbalance between the supply of minority educators and the number of minority students are presented in graphs, tables, and narrative, including alternative career paths, diminished supply of special education personnel, low preservice graduation rates of minority students, and attrition/retention issues. The value of diversity within the educational setting is emphasized. Recommendations address: programs directed toward increased supply of educators representing diverse populations; recruitment and retention efforts at the preservice level; federal mandates; and systematic review and evaluation using national, state, and regional data collection. Appended is a bibliography that lists publications that contain data on the supply of and demand for personnel from minority groups in special education, general education, and higher

PUB DATE- Jun 96
NOTE- 73p.; For Fiscal Year 1996 report, see ED 380 921.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; Deaf Blind; *Disabilities; Early Childhood Education; Early Intervention; Educational Legislation; Educational Technology; Elementary Secondary Education; Emotional Disturbances; *Federal Aid; Federal Legislation; Federal Programs; *Gifted; Grants; Postsecondary Education; Public Policy; Pupil Personnel Services; Regional Programs; Retrenchment; Severe Disabilities; *Special Education; Teacher Education
IDENTIFIERS- *Individuals with Disabilities Education Act

This report presents the Council for Exceptional Children's (CEC) analysis of the status of federal support for education of children with disabilities and/or giftedness, focusing on fiscal year (FY) 1996 appropriations and FY 1997 budget processes. Preliminary information includes a budget overview; a chart comparing appropriations, authorizations, administration requests, and CEC recommendations for IDEA (Individuals with Disabilities Education Act) components and for gifted and talented grants; and a table listing number of students by disability and percent change from 1993-1994 to 1994-1995. Narrative accounts from educators are presented to demonstrate the value and effectiveness of special education and related services. Most of the document consists of reports on the status of individual IDEA programs including federal appropriations, the authorizing provision, program purpose, who receives the funding, kinds of activities funded, recent funding history, funding considerations, CEC recommendations, and allocation by state. Reports are provided for the following programs: State and Local Grant Program; Preschool Grants; Early Intervention Program; Deaf-Blind Programs and Services; Regional Resource Centers; Programs for Children with Severe Disabilities; Early Childhood Education; Programs for Children and Youth with Serious Emotional Disturbance; Postsecondary Education Programs; Secondary Education and Transitional Services; Innovation and Development; Special Education Technology; Educational Media and Captioning Services; Special Education Personnel Development; Clearinghouses; Evaluation and Program Information; and Gifted and Talented Grants. (DB)

ED 397 597 EC 304 927

School to Work Transition for Youths with Disabilities. Consensus Statement.
PUB DATE- Jan 94
NOTE- 27p.; Prepared by the National Institute on Disability and Rehabilitation Research (NIDRR) Consensus Validation Conference, January 24-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; Definitions; *Disabilities; Educational Policy; Educational Principles; *Education Work Relationship; Guidelines; Postsecondary Education; Program Development; *Program Effectiveness; Research Needs; Role; Secondary Education; *Transitional Programs

This consensus statement was the result of a conference on schoo to-work transition for youths with disabilities which brought special education reforms with reforms in general education. The project's overall efforts have involved the development of an action research training curriculum delivered to five teams of teachers and the provision of technical support to each team by a university/college faculty member. The five teams include both rural and suburban early childhood education teams examining successful transitions from an early childhood special needs program to an inclusive kindergarten; a suburban elementary team evaluating effectiveness of general and special educators teaming to teach language arts; an urban elementary team examining the realistic aspects of inclusion and team teaching; and an urban secondary team examining the efficacy of a content mastery program. (Contains 15 references.) (DB)

ED 397 615 EC 304 947

Ability for Hire. Educational Kit 1996.
PUB DATE- Jul 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Compliance (Legal); Cost Effectiveness; *Disabilities; Employer Attitudes; *Employment Potential; Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; Fringe Benefits; Insurance; Personnel Management; Surveys
IDENTIFIERS- *Americans with Disabilities Act 1990

This booklet provides materials designed to advance the employment of individuals with disabilities. An introduction gives brief vignettes of activities that have been carried out around the country to foster employment, including corporate training programs, public relations efforts, special conferences, and awards. Publications, fact sheets, and Internet resources are listed. The next section summarizes the results of three 1995 surveys showing support by industry for the Americans with Disabilities Act (ADA) and employment of persons with disabilities. Data on the costs and benefits of job accommodations are summarized, showing an average return of $28.69 in benefits for each dollar invested in making an accommodation. Typical accommodation problems and their solutions are listed. The following section corrects a number of common misconceptions about the ADA, such as that ADA suits are flooding the courts. The booklet also addresses the relationship between diversity and disability, major workplace laws and general guidelines for compliance, insurance and benefits issues, an employment checklist of practical "do's and don'ts," and guidelines on pre-employment inquiries and physical examinations. (DB)

ED 397 616 EC 304 948

Dromi, Esther; And Others
Characteristics of Pre-Linguistic Communication in Deaf Children.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

NOTE- 10p.; Paper presented at the Beijing-Xian International Conference on Foreign Language Teaching/Testing (Beijing, China, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; *Information Processing; Language Processing; *Language Tests; *Listening Comprehension; Majors (Students); Models; *Schemata (Cognition); Second Language Instruction; Testing
IDENTIFIERS- Schema Theory; Test for English Majors

A model for testing listening comprehension in English as a Second Language is discussed and compared with the Test for English Majors (TEM). The model in question incorporates listening for: (1) understanding factual information; (2) comprehension and interpretation; (3) detailed and selective information; (4) global ideas; (5) on-line tasks (i.e., immediate or concurrent); and (6) retrospective tasks. Each of these elements is explained. It is argued that this approach draws on schema theory: how the listener traces the speaker's flow of thought and tries to establish significance through related facts by means of top-down or bottom-up skills. It is also claimed that the speaker is thus actively engaged in information-seeking through phonological, syntactic, semantic, and pragmatic representations, to obtain a clear picture of what has been conveyed. In contrast to this model, it is suggested that the listening segment of the TEM presents some testing problems, particularly the "fill-in-the-gap" portion that odes not conform to the principle of short-term memory and transforms the listening task into something like a cloze test. Contains 15 references. (MSE)

ED 397 635 FL 023 728

Strong, Gregory
A Survey of Issues and Item Writing in Language Testing.
PUB DATE- Dec 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Cloze Procedure; Difficulty Level; *English (Second Language); Foreign Countries; Interrater Reliability; *Language Tests; Multiple Choice Tests; Reading Tests; Second Language Instruction; Statistical Analysis; Test Construction; Testing; *Test Items; *Test Reliability; *Test Validity; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Japan; Test of English as a Foreign Language; Test of English for International Communication

This paper traces developments in educational psychology and measurement that led to the Test of English as a Foreign Language (TOEFL) and the test of English for International Communication (TOEIC) and the application of educational measurement terms such as validity and reliability to testing. Use of a table of specifications for planning language tests, procedures for obtaining greater inter- and intra-rater reliability on composition tests are noted. An overview is given of recent criticisms of language testing in Japan. Considerations for item writing are examined briefly, and the major item types in language testing are described and discussed, including multiple choice (in reading and towards peer responses. Findings suggest that students relied more on teacher-provided sample articles and their own knowledge than on the prewriting group discussion for ideas when writing first drafts. There was no statistical difference between the groups in quality of second drafts. Students in the Chinese discussion group believed in the benefit of peers' comments more that the English discussion group, yet few students in the Chinese group liked to provide feedback. It is concluded that prewriting group training of less than 3 weeks may not be enough time to expect the students to benefit from group activities learned; extensive teacher modeling and monitoring of student progress on a regular basis may be required. In addition, writing should not be taught separately from reading. (Contains 28 references.) (Author/NAV)

ED 397 655   FL 023 959

Lane, Lisa Ann
Creating and Balancing Identities: Generational Markers of Social Transformation.
PUB DATE- Mar 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; Attitude Change; Case Studies; *Danish; Dialect Studies; Foreign Countries; Generation Gap; Grammatical Acceptability; Language Attitudes; Pronunciation; Regional Dialects; *Self Concept; *Social Dialects; *Social Influences; *Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Denmark

This paper specifically focuses on the balance between local dialect and the language standard through the examination of generational markers reflecting upheaval and social transformation, as presented from a case study from Denmark, conducted over 8 years in three field trips. Generation is redefined as experiencing specific socio-historical events at similar life-stages, there by gaining insight into the correlation of generational markers and dialect change. It is further demonstrated that the vacillation between standardization and local dialect innovations is directly correlated to the effect of socio-historical events on a generation of the residents, who not only defined the dialect, but also transformed the internal social constructs of the community. As the younger residents become more active in the social networks, their life experiences and attitudes become reflected in the evolving dialect. Evidence was found for attitude changes focused on a contrastive means for self-identification and on a local versus regional identity. Innovative forms and long-standing isoglosses were found to have faded as the single industry economy waned due to European Union quotas and resulting social changes. Linguistic changes found suggest initial rapid development and more recent standardization of the dialect that emerged some 80 years ago. (Contains 24 references.) (Author/NAV)

ED 397 656   FL 023 961

Sullivan, Nancy; And Others
Language Planning and the Hispanic Discourse Community.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Chicago, IL, March 23-26,

Bibliographies; *Classroom Techniques; *Computer Uses in Education; Educational Change; Educational Strategies; Electronic Mail; Information Networks; Information Sources; Internet; Learning Activities; *Literacy Education; Mathematics Instruction; *Numeracy; Online Systems; Resource Materials; Teaching Methods; Teleconferencing; *Workplace Literacy

IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; Video Teleconferencing

This document, which was developed for participants in a videoconference examining a new approach to adult numeracy instruction, contains information and resources to help literacy trainers improve their numeracy programs. Presented first are the following: 12 instructional goals/principles that are based on the premise that numeracy educators must not simply teach computation but must also consider cognitive and dispositional goals; suggestions for staff developers and program administrators; and 8 classroom activities demonstrating the proposed 4-phase instructional approach (building on informal math, supporting sense making, developing interpretive skills, using integrated tasks). The second section includes brief discussions of selected recent initiatives to improve mathematics education (National Council of Teachers of Mathematics initiatives and standards, the Secretary's Commission on Achieving Necessary Skills, a recent working conference on adult mathematical literacy, and the adult numeracy practitioner network) and a 22-item annotated bibliography of resource materials for/about adult numeracy. Section 3 explains how to join the Internet's electronic numeracy forum, describes key electronic forums/databases concerned with adult numeracy and literacy issues, and provides technical information regarding accessing electronic adult numeracy resources. Appended is a math problem illustrating the proposed approach to numeracy instruction. (MN)

ED 397 233 CE 071 993

What Works? Literacy Training in the Workplace. Participant Packet.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 95

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Standards; Adult Basic Education; Adult Education; Adult Educators; Annotated Bibliographies; Case Studies; *Computer Uses in Education; Consortia; *Educational Practices; Electronic Mail; *Industrial Training; Information Sources; Internet; *Literacy Education; Online Systems; Professional Development; Resource Materials; Teleconferencing; *Workplace Literacy

IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; Video Teleconferencing

This document, which was developed for participants in a videoconference on literacy training in the workplace, contains information and resources designed to help literacy trainers improve their workplace literacy programs. Presented in the introductory section are a videoconference evaluation form, list of videoconference sponsors, and videoconference agenda. The first third of the document, which is devoted to workplace

Eastfield Community College (ECC) of Texas' Dallas Community College District obtained funding to examine the current skill standards for the job training of telecommunication manufacturing production specialists. Together with the firm Partners in Profound Knowledge (PPK), ECC documented and compared the skill standards required for telecommunication manufacturing production specialists in the United States, Canada, and Mexico and prepared reports outlining the new skills required in community college-level telecommunications programs, the basic and Secretary's Commission on Achieving Necessary Skills (SCANS) skills for the three countries, and the results of the skill analysis study. During the project, 139 skill standards were developed for the occupation of general electronic technician and recommendations were formulated regarding developing/updating curricula reflecting international standards at community colleges throughout Texas. Appendixes constituting approximately 60% of this document contain the following: PPK's proposal to assist ECC; the 139 skill standards developed by the partners for the occupation of general electronics technician; an American Society for Quality Control publication devoted to applying American National Standards Institute standards to education and training institutions; and an excerpt from the SCANS report, "Learning a Living: A Blueprint for Higher Performance." Contains 13 references. (MN)

ED 397 252 CE 072 077

Assessment of Competency-Based Instruction in Mental Health Technology. Executive Summary.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 30 Jun 95
NOTE- 52p.; For the summary report and final report of Assessment of Competency-based Instruction, see ED 366 771-772, respectively.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Allied Health Occupations Education; *Community Colleges; *Competency Based Education; *Curriculum Evaluation; Field Tests; *Mental Health Workers; Program Development; State Standards; State Surveys; *Statewide Planning; Two Year Colleges; Validity
IDENTIFIERS- *Texas

A statewide evaluation of the mental health technologies programs of Texas' community colleges was conducted to determine the extent to which the programs use the principles of competency-based instruction (CBI) and performance standards and to establish whether competencies being taught have been evaluated in the workplace. The following were among the major activities/outcomes of the project: an advisory committee of individuals from Texas' 8 higher education regions was created; Texas's 24 community colleges with mental health technology programs were surveyed twice; the survey responses were analyzed and used to develop a list of competencies; and a panel of experts evaluated and tested the competencies in the workplace. Fewer than 60% of the mental health technologies programs were implementing CBI. Lack of understanding of CBI was the greatest barrier to implementation. It was recommended that Texas' HECB establish program standards in CBI and conduct or contract for professional development activities in CBI. (Appendixes constituting approximately 75% of this document include the following: project brochure; list of participating

IDENTIFIERS- Wisconsin

Although teachers play central roles in education, traditionally, teachers have not had a major voice in educational change. The teacher is often viewed as a passive receiver of a change product or as a reactor to change. In more recent literature, however, more attention has been given to the personal nature of change and the relations between teachers' personal knowledge schemes and change. One example of paradigmatic change is illustrated by Wisconsin's family and consumer initiative to move toward the use of a critical science curriculum perspective. A study examined the nature of the curriculum change as experienced by the 120 family and consumer education teachers involved in the project. In-depth interviews were conducted with 10 teachers. The major finding of the study was that, for these 10 family and consumer education teachers, curriculum change was an experience of encountering discontinuous ways of knowing. The study also showed that, in practice, teachers often based content upon a technical view of home economics. Teachers also conceptualized curriculum change in different ways. They reported an emotional as well as intellectual experience in the change process and were more positive toward change when there was more group support for the effort. Recommendations for practice included the following: (1) schools should provide systematic opportunities for sustained change; (2) structures should be created within schools that support intellectual communities; (3) teacher educators need to understand that overreliance on "canned" curriculum materials may serve to increase the paradox that teachers face between the role of the teacher and the role of curriculum developer; and (4) teacher educators need to help preservice teachers understand that curriculum development and change is more than technical concepts and procedures. (Contains 27 references.) (KC)

ED 397 270 CE 072 113

Brown, James M.; Pucel, David J.
Minnesota Tech Prep Consortia Evaluation System. 1993/94 Cohort Self-Assessment Summary Report.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.; Minnesota State Technical Coll. System, St. Paul.
PUB DATE- 95
NOTE- 89p.; For the 1994/95 summary report, see CE 072 114.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Consortia; Curriculum; *Educational Assessment; High Schools; Integrated Curriculum; Marketing; Postsecondary Education; Professional Development; Program Effectiveness; Program Evaluation; Pupil Personnel Services; School Business Relationship; School Counseling; *Self Evaluation (Groups); State Programs; Statewide Planning; Student Evaluation; Student Personnel Services; *Tech Prep
IDENTIFIERS- Minnesota

This report summarizes the comprehensive, written self-assessments comleted by seven Minnesota tech prep consortia. The 1993-94 cohort of consortia was the first group to use the self-assessment. Within each tech prep consortium, the evaluation was completed by cross-district teams of teachers, administrators, and others who had been trained by the Minnesota Research and Development Center for Vocational Education. The summary is divided into four sections: curriculum and instruction, marketing, student assessment, and evaluation. Each section includes descriptions of the following

NOTE- 109p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Allied Health Occupations Education; Behavioral Objectives; Career Awareness; Career Exploration; Community Colleges; Competence; *Competency Based Education; Computers; Core Curriculum; Dental Assistants; *Dental Evaluation; *Dental Health; Dental Hygienists; Dental Technicians; Educational Equipment; Leadership; *Radiology; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the dental assisting technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies. Section II consists of the curriculum guides for three categories of courses for dental assisting technology: (1) dental assisting technology courses--orientation, materials, dental science I, chairside assisting I, dental radiology I, practice management, dental science II, clinical experience I, dental radiology II, chairside assisting II, dental health education, clinical experience II, and chairside assisting III; (2)related vocational-technical course--fundamentals of microcomputer applications; and (3) related academic courses--English composition I and II, oral communications (principles of speech), anatomy and physiology I and II, general biology I and II, microbiology, general chemistry I, general chemistry laboratory I, general chemistry II, general chemistry laboratory II, principles of chemistry I and II, general psychology I, nutrition, college algebra, survey of physics I, trigonometry, introduction to computer concepts, and music appreciation. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 288 CE 072 173

Mississippi Curriculum Framework for Dental Hygiene Technology (Program CIP: 51.0602--Dental Hygienist). Postsecondary Education.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 79p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Career Awareness; Career Exploration; Community Colleges; Competence; *Competency Based Education; Computers; Core Curriculum; *Dental Evaluation; *Dental Health; *Dental Hygienists; Dental Technicians; Educational Equipment; Hygiene; Leadership; *Radiology; State Curriculum Guides; Statewide Planning; Technical Institutes; Two Year Colleges; Vocational

fixtures lab, back flow cross connection, advanced plumbing lab, heating devices, domestic systems, piping level/transit, special project in plumbing, and work-based learning in plumbing). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 305 CE 072 190

Mississippi Curriculum Framework for Residential Carpentry (Program CIP: 46.0201--Carpenter). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 71p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Behavioral Objectives; Blueprints; Cabinetmaking; *Carpentry; Classroom Techniques; Competence; *Competency Based Education; Construction (Process); Core Curriculum; Educational Equipment; Employment Qualifications; Equipment Utilization; Finishing; Hand Tools; Mathematics Skills; Measurement Techniques; Safety; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; *Trade and Industrial Education; Workplace Literacy
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for two secondary-level courses in carpentry: carpentry I and II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course consists of the following units: orientation, safety, carpentry math and measurement, tools and equipment, reading blueprints and working drawings, materials used in carpentry, and foundations. The second course contains these units: orientation, safety, floor framing, wall framing, roof framing and covering, exterior finishing, and interior finishing and cabinets. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 306 CE 072 191

Mississippi Curriculum Framework for Residential Carpentry Technology (Program CIP: 46.0201--Carpenter). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 61p.; For related documents, see CE 072 162-231.

performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for machine tool operation/machine shop I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Machine Tool Operation and Machine Shop I contains the following 11 units: (1) orientation; (2) leadership and personal development; (3) safety; (4) shop math; (5) measuring tools and instruments; (6) hand and bench tools; (7) blueprint reading; (8) lathes; (9) lathe operations; (10) milling machines; and (11) milling machine operations. The second-level course contains these units: (1) orientation; (2) safety; (3) advanced leadership; (4) employability skills; (5) layout and construction; (6) advanced lathe operations; (7) advanced vertical milling operations; (8) surface grinding machines; and (9) computerized numerical control. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (KC)

ED 397 323 CE 072 208

Mississippi Curriculum Framework for Machine Tool Operation/Machine Shop and Tool and Die Making Technology Cluster (Program CIP: 48.0507--Tool and Die Maker/Technologist) (Program CIP: 48.0503--Machine Shop Assistant). Postsecondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 30 Jul 96
NOTE- 105p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Core Curriculum; Educational Equipment; Leadership; Machine Repairers; *Machine Tool Operators; *Machine Tools; *Metal Working; *Numerical Control; State Curriculum Guides; Statewide Planning; Technical Institutes; *Tool and Die Makers; Two Year Colleges
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the machine tool operation/machine tool and tool and die making technology programs cluster. Presented in the introductory section are a framework of courses and programs, description of the program and suggested course sequences. Section I lists baseline competencies, and section II consists of outlines for each course in the sequence. Machine tool operation/machine shop technology courses are as follows: advanced shop mathematics, blueprint reading, power machinery I-II, precision layout, advanced blueprint reading, power machinery III-IV, computer numerical control (CNC) operations I-II, metallurgy, special problem, and work-based learning. Tool and die making technology courses include the following: fundamentals of die making; die repair; die design I; die making I; die design II; die making III-IV; CNC operations III; jigs, fixtures, and tools; special problem;

Computer Oriented Programs; *Core Curriculum; *Data Processing; Educational Equipment; Employment Qualifications; *Programming; Programming Languages; Secondary Education; State Curriculum Guides; Statewide Planning; Student Evaluation; Technical Education; Workplace Literacy
IDENTIFIERS- COBOL Programming Language; Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for two secondary-level courses in business and computer data processing: computer programming technology I-II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course consists of an orientation unit and a unit on basic language syntax and programming applications. The second course contains units on the following topics: COBOL language syntax and programming applications, computer networking, and workplace skills. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 340 CE 072 225

Mississippi Curriculum Framework for Business and Computer Technology (Program CIP: 52.0408--Gen. Office/Clerical & Typing Service). Secondary Programs.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE- 1 Aug 95
NOTE- 91p.; For related documents, see CE 072 162-231.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Accounting; Basic Skills; Behavioral Objectives; *Business Education; Classroom Techniques; Communications; Competence; *Competency Based Education; Computer Oriented Programs; *Computers; *Core Curriculum; Database Management Systems; Desktop Publishing; Educational Equipment; Employment Qualifications; Financial Services; Job Application; Keyboarding (Data Entry); Records Management; Safety; Secondary Education; Spreadsheets; State Curriculum Guides; Statewide Planning; Student Evaluation; Technology Education; Word Processing; Workplace Literacy
IDENTIFIERS- Mississippi

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for secondary-level courses in business and computer technology I-II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course includes 13 units on the following topics: introduction, operating systems, keyboarding, word processing, communications, alphabetical filing systems, database management, financial applications, spreadsheet applications,

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; At Risk Persons; *Contraception; Early Parenthood; Intimacy; Literature Reviews; *Pregnancy; Pregnant Students; Secondary Education; *Sexuality; Unwed Mothers; *Youth Problems
IDENTIFIERS- Sex Knowledge

For the past several decades, the teenage birth rate in the United States has exceeded that of other industrialized nations. To explore the factors behind this high birth rate, this volume summarizes recent research conducted in the United States on the perceived causes of teenage childbearing. This review is organized around the events leading to teenage childbirth, including the transition into having sexual intercourse; use of contraception at first intercourse and use at current or recent intercourse; and, if pregnancy occurs, decisions about abortion, adoption, and marriage. Although most teens do not want to become parents, those most at risk of becoming parents during their teen years are those least well-situated to raise a healthy, well-adjusted, and high-achieving child. Factors that affect sexual and pregnancy risk-taking among disadvantaged youth are not well understood and require better data and new research; researchers would need to focus on the correlates of pregnancy prevention among low-income adolescents. The effects of varied forms of mass media, including television, music, and videos, also require better data and carefully designed empirical research. Likewise, research on the effects of policy variables, such as welfare and family planning services, remains inadequate. Results are presented in 31 tables, charts, and graphs. Contains a bibliography of over 400 items. (RJM)

ED 397 358 CG 027 213

Teen Drinking Prevention Program. Law Enforcement Action Guide.
PUB DATE- 95
NOTE- 25p.; For other documents in the "Teen Drinking Prevention Program," see CG 027 214-218.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Community Action; Community Programs; Delinquency Prevention; *Drinking; Drug Abuse; *Law Enforcement; *Police Action; *Prevention; Secondary Education; Substance Abuse; Youth Programs
IDENTIFIERS- Law Enforcement Agencies

Law enforcement officials know the devastation that drinking can cause among the immature and the inexperienced. This guide is intended to be used by law enforcement agencies in cooperation with other segments of the community. It provides an overview of the problem of youth access to alcohol, a discussion of the legal and policy issues relating to enforcement of alcohol access laws, and a description of some enforcement strategies and tools. The material contained here should demonstrate to community leaders that the presence and activism of police officers and other enforcement officials are important parts of any effort to prevent underage drinking. The information is presented in three sections: alcohol in the community, minimum purchase age, and drinking and driving enforcement. Included

IDENTIFIERS- *African Americans; Self Perception Theory
Researchers have found that family involvement in a child's education increases academic success. This study investigated the role of parents in children's education programs. Also examined were how these families perceived their own level of involvement in their child's education. Focus groups composed of African-American family members with children in early childhood special education programs were used to explore these issues. Preliminary results suggest that family involvement depends on the type and degree of communication and contact with school personnel. It was also found that the initial discovery and knowledge of a child's disability can be devastating for parents. Parents must then begin to work through the special education system starting out with little information. Social support, collaboration with school personnel, and availability of community agencies are necessary to help parents in order to enhance and ease the difficulty of raising a child with special needs. Implications for professionals in the field, such as how they can further involve families in their child's education, are also discussed. More investigation into how parents view availability and effectiveness of support is necessary. Contains 24 references. (RJM)

ED 397 379 CG 027 242

Bahr, Michael; And Others
Structured Group Supervision: A Model for Supervisors of School Psychology Students and Practitioners.
PUB DATE- 15 Mar 96
NOTE- 9p.; Paper presented at the Annual National Convention of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselors; *Counselor Training; Evaluation Methods; Group Structure; Higher Education; *Practicum Supervision; Student Evaluation; Student Teacher Supervisors; *Supervision; Supervisors; *Supervisory Methods
Two national surveys found that the supervision needs of practicum students, interns, and practitioners in school psychology were underemphasized in the training of counselors. This paper focuses on the M. P. Wilbur and others (1991) Structured Group Supervision Model (SGSM) and how it has been used with a variety of supervisees in counselor education and counseling psychology, as well as practicum students in school psychology. The SGSM comprises five, highly structured phases. In Phase 1, Request for Assistance, a supervisee introduces a problem or difficult case and asks for specific help with the case. Phase 2, Questioning and Identification of Focus, involves a round of questioning by group members. Phase 3, Feedback and Statements, permits group members to provide suggestions to the presenter. Phase 4, the Pause Period, allows those present to reflect upon suggestions, and Phase 5, Supervisee Response, follows with the presenter reacting to the group's suggestions and evaluating them. Finally, Phase 6, the optional Discussion Period, permits the group to reflect upon and discuss the process the group followed in conducting the case. Groups typically complete a case in 60-90 minutes. Although SGSM's roots lie in counseling and psychotherapy, the process is well suited to a variety of supervision issues in school psychology. (RJM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Grade 2; Primary Education; *Reading Achievement; Reading Research; *Student Behavior
IDENTIFIERS- Blue Island School District IL; Metropolitan Achievement Tests

A study explored the relationship between student behavior ("troubling" versus "non-troubling") and reading achievement among second-grade students. Of the 128 students enrolled in regular education classrooms at Paul Revere Elementary School (a public school in a southern suburb of Chicago), 30 were randomly selected to be a sub-population representing "troubling" students and 30 were randomly selected to be a sub-population representing "non-troubling" students. Students identified as having troubling behavior could not be dually classified as "Behavior Disordered" nor "Learning Disabled," but were, like their non-troubling peers, enrolled in regular education classrooms. The norm-referenced Metropolitan Achievement Test 7 indicated that students who were classified as non-troubling had significantly higher reading achievement scores than students who were classified as troubling. (Contains 23 references and 1 table of data.) (Author/RS)

ED 397 399 CS 012 543

Abt-Perkins, Dawn; And Others
What Difference Does Community Context Make in Challenging School Literacy Instructional Traditions?
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Community Attitudes; Discourse Analysis; Educational Research; *English Teachers; Higher Education; Secondary Education; Student Teacher Supervisors; Teacher Attitudes; *Teacher Education; *Teacher Educators
IDENTIFIERS- *Collaborative Inquiry

A collaborative inquiry project illustrates moments when English teacher educators questioned literacy instructional practices that had become normative and acceptable within the schools and communities where their student teachers worked--practices that the teacher educators believed adversely affected the literacy growth of students in the student teachers' English classrooms. Data consisted of narrative reflections on teacher practice collected in the form of conversational letters exchanged among three English teacher educators once a week for a period of one academic semester. The over 300 pages of data were collaboratively and inductively coded for themes, and from those themes, each teacher educator wrote one case to illustrate both the effect of the project on the teacher educators' work and the reflective process in which they collaboratively engaged. They functioned as "positive irritants" to one another--they forced each other to describe their teaching, to articulate tensions and concerns, and to reach out for advice. They also supported student teachers as they started to see how the sociopolitical structures of the schools and communities in which they taught had limited their thinking about what was possible in their practices. (Contains 37 references.) (RS)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Fiction; Higher Education; *Hypermedia; Literary Criticism; *Literary Genres; Literature Appreciation; Popular Culture; *Reader Response; *Reader Text Relationship; *Reading Processes; Twentieth Century Literature
IDENTIFIERS- *Formula Fiction; *Genre Approach; Response to Literature

What is pleasing about hypertext is what has always been pleasing about genre fiction: the creative process of reading. Genre novels are written to a formula--and often called formula fiction. Critics say they are written to make money and to make money only. According to C. S. Lewis, they "rot the mind." If looked at from the standpoint of rhetoric, however, the critic may see something besides junk and formula. It must be understood that the value or worth of a piece of fiction is a slippery and subjective matter, depending on the reader's orientation and reading habits. Further, those who read popular fiction are not a separate category of readers; they are the same group that reads canonical works. The truth is that "we" are the readers that C. S. Lewis and others are complaining about. To understand a popular genre, the reader must not read one or two books from that genre but hundreds. Immersed in the genre, the reader finds himself/herself reading for difference, not similarity; reading for form and the variations in that form. This interest in variation may explain why genre readers see complexity while critics do not. For the genre reader, genre reading is, like hypertext, intertexual, multivocal; the authority shifts from author, to genre, to the reader; the texts have no fixed beginnings or ends, as they can be read in any order. (Contains 16 references.) (TB)

ED 397 418 CS 215 348

Moore, Cindy
On the Prospects for Feminism in a Field That's Come of Age: The Younger Generation's Perspective.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Opportunities; *Females; *Feminism; Graduate Students; Higher Education; Rhetoric; Rhetorical Theory; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Academic Discourse Communities; *Feminist Scholarship; Professionalization

In one sense, it has never been easier to be a feminist in composition studies. In another, it has never been harder. While the variety of scholarship is rich and the role models plentiful, there are forces at work that are making it difficult to maintain connections. Among feminists, lately there has been an impulse to define theoretical boundaries, to stake territorial claims, not against patriarchy but against other feminists. While this categorizing might be seen as a celebration of multiplicity, it might also be seen as a symptom of professionalization. Among graduate students, there is increasing fear about not finding jobs, about not getting published. There is a real sense that the new world of feminism

ED 397 436 CS 215 405

Proceedings of the Annual Conference of the Association of Teachers of English Grammar (4th, Williamsport, PA, June 25-26, 1993).
PUB DATE- Jun 93
NOTE- 87p.; For Proceedings 1990-1995, see CS 215 403-408.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Students; *Editing; Elementary Secondary Education; English (Second Language); *English Instruction; *Grammar; Higher Education; Sentence Structure; *Student Attitudes; Student Empowerment; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Educational Issues

This proceedings contains papers presented at the fourth Annual Conference of the Association of Teachers of English Grammar. Papers in the proceedings are: "Linguistics and English Language Teaching: Another Attempt" (James Kenkel and Robert Yates); "College Students' Attitudes on Grammar--A Survey" (Cornelia Paraskevas); "A Middle Level Language Arts/Grammar Unit" (Alyce Hunter); "Editing: The Key to Teaching Grammar" (Tina Lesher); "Form-Function Parsing: Exploring the Structure of a Sentence without Diagramming It" (Wanda Van Goor and Bill Mullinix); "Empowering the Student with a Grammatical Vocabulary" (Ellin Ronee Pollachek); "It's Elementary, My Dear Students (or Is It?): Selected Teachers' Perceptions on Grammar's Role in the Elementary School" (Melissa Whiting); "The Realities of Seventh and Eighth Grade Grammar instruction" (Mary Beth Voda); "Students' Rights to Their Own Language Revisited: An Attitude Survey" (Terry Lynn Irons); "Grammar in the Middle: Teaching Junior High and Middle School" (Janice Neuleib); "The Role of Pedagogical Grammar in English as a Second Language Instruction" (John P. Milon); and "Unplugging Drill and Practice: Alternatives for Teaching Style, Fluency, and Grammar" (Neal Lerner). (RS)

ED 397 437 CS 215 406

Proceedings of the Annual Conference of the Association of Teachers of English Grammar (3rd, Williamsport, PA, June 18-19, 1992).
PUB DATE- Jun 92
NOTE- 59p.; For Proceedings 1990-1995, see CS 215 403-408.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; *Grammar; Higher Education; *Humor; *Portfolios (Background Materials); *Teaching Methods; Writing Instruction; Writing Skills
IDENTIFIERS- *Educational Issues

This proceedings contains half of the papers presented at the third annual conference of the Association of Teachers of English Grammar. Papers in the proceedings are: "Grammar as a Method, Not as a Subject" (Marilyn N. Silva); "Using Humor to Teach Grammar, or the Grammarian as Stand-up Comic" (Frank Peters); "Grammatical Competence and the Teaching of Grammar" (Jim Kenkel and Robert Yates); "About Computational Tools in the Teaching of Grammar and Writing" (Reinhold Schlieper); "The Crime" (Ed Vavra); "Writing Skills vs. Writing Skill: An Ambiguity Feeding the Arguments about Assessing" (Mary Hall);

Assuming no prior dramatic training or experience with adolescents, this book contains approximately 50 dramatic activities that have been devised, adapted, and used with success with adolescent performers, ages 12 to 15. Not a textbook for performers, the book serves as a resource for drama teachers and coaches, Scout leaders, church youth leaders, and recreational and camp directors. The first chapter of the book, "Terms and Goals for Performers," defines basic theatre vocabulary and discusses goals actors should strive for in each performance. The second chapter, "Planning Your Program," offers suggestions for building a dramatics program and provides tips for organizing and governing junior-high-aged performers. The final three chapters consist of the activities themselves, and focus on three major areas of drama: pantomime, voice, and improvisation. In each chapter of the book, the activities are prefaced by a brief introduction and divided into two groups: "short-short" impromptu activities, and longer, rehearsed performances. The activities in the book is described in detail, including an example of the performance, recommended stage materials and time lengths, and suggestions for conducting the activity. Each rehearsed performance in the book also includes a worksheet (filled out as an example) that actors complete before rehearsing. (RS)

ED 397 456 CS 509 288

Bernardi, Philip
Improvisation Starters: A Collection of 900 Improvisation Situations for the Theater.
PUB DATE- 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Acting; Class Activities; *Creative Activities; *Dramatics; *Improvisation; *Learning Activities; Production Techniques; Secondary Education; Teaching Methods
IDENTIFIERS- Dramatic Improvisational Behavior

Suggesting that improvisation is an invaluable technique that can be used in acting classes and in rehearsals for school, amateur, and professional productions, this book presents 900 improvisation ideas for teachers and directors to use. The first section presents ideas for improvisations on character conflicts, including teen/parent conflicts, student/teacher conflicts, co-worker conflicts, doctor/patient conflicts, police conflicts, and brother/sister conflicts. Other sections of the book present ideas on using contrasts, obstacles to solo improvisations, physical positions, lines of dialogue, the environment, and props in improvisation. The final section discusses using improvisations during rehearsals to improve scene design; plan blocking; explore character traits, background, and off-stage action; and acquaint actors with props and costumes. (RS)

ED 397 457 CS 509 292

Chow, Clement; And Others
Gaining on the Goals? Affirmative Action Policies, Practices, and Outcomes in Media Communication Education.
PUB DATE- Apr 96
NOTE- 52p.; Paper presented at the Annual Meeting of the Broadcast Education Association (41st, Las Vegas, NV, April 12-15, 1996).

included. (Contains 16 references.) (Author/LMI)

ED 397 475 EA 027 709

Reynolds, Richard Kent; Karr-Kidwell, P. J.
A Literary Review and a Plan for Principals: Extracurricular Activities, Academic Achievement, and Secondary Students' Success.
PUB DATE- 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; *Extracurricular Activities; Middle Schools; Principals; Program Design; Program Development; Program Proposals; *School Activities; School Schedules; Secondary Education; *Secondary School Students; Self Esteem
IDENTIFIERS- Keller Independent School District TX

Extracurricular activities have enhanced the lives of students through the years and continue to provide students with additional skills they need to succeed in school and life. This paper offers an extensive literature review of the effect of extracurricular activities on student development and offers a plan for extending successful extracurricular programs into the school day by establishing a homeroom class. The class would bond secondary students' participation in extracurricular activities with the classroom experience, further developing students' academic achievement and individual success. The class would serve as an extension of activities in which students currently participate; motivate nonparticipating students to become involved; serve as a mediation class for handling special curriculum; and operate as an added-curriculum class to handle extra curricula as the needs arise. The paper proposes the implementation of the advisory-class model at Keller Middle School (KMS) in Keller, Texas. The paper describes the development plans, daily activities, special curriculum, teacher training, and possible scheduling conflicts. Appendices contain the project philosophy; samples of a homeroom lesson, advisory newsletters, and a 6-week school calendar; a homeroom-class activities list; and a description of the KMS counseling/mentor programs and other programs. (Contains 36 references.) (LMI)

ED 397 476 EA 027 711

School Improvement Research Series: Series X, 1995-96.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Change Strategies; Citizenship Education; Cooperative Education; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; *Experiential Learning; Integrated Services; Learning Experience; Learning Strategies; Organizational Climate; School Size

This packet contains seven research briefs in the Northwest Regional Educational Laboratory's (NWREL's) "School Improvement

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Cultural Pluralism; *Intergroup Relations; *Multicultural Education; *Organizational Change; *Organizational Climate; Racial Bias; Racial Factors; *Racial Relations; Self Evaluation (Groups)
IDENTIFIERS- *Multicultural Organizations

Despite ethical directives, most consultants do not understand fully how issues such as race, ethnicity, class, and gender impact organizational functioning. This paper presents a model of organizational culture that includes race and multicultural concerns. The cultural synergy model is based on the assumption that organizations have multiple world views. The paper outlines several key elements necessary to redefine organizational culture. Multicultural consultants of organizations are challenged to: (1) help members of the organization discover where their organizations stand along a continuum of cultural dimensions; (2) help members transform their organizations from monocultural to multicultural ones; (3) help their clients make organizational decisions based on transformed cultural norms or goals; and (4) devise culturally appropriate evaluation mechanisms to determine the merits of those systemic changes and attitudinal shifts. Eight characteristics of culturally appropriate organizations include: (1) acceptance of differing world views is affirmed and respected, not punished; (2) action is taken immediately to remedy bias in all its forms; (3) work performance is evaluated in culturally appropriate ways; and (4) human relationships are recognized as connective and collaborative. Some guidelines for consultants to use when working with organizations include: (1) organization culture is heterogeneous and flexible in accommodating divergent world views; (2) organizations recognize that their members vary in their perceptions of power and authority and ability to accept those power dynamics; and (3) organizations recognize that racial bias and prejudice are intertwined within the organizational structure. Two tables are included. (Contains 11 references.) (LMI)

ED 397 494 EA 027 729

Halal, William E.
The New Management: Democracy and Enterprise Are Transforming Organizations.
PUB DATE- 96
NOTE- 284p.; Foreword by Raymond E. Miles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Decentralization; Economic Change; Economic Climate; *Entrepreneurship; *Free Enterprise System; Leadership; Management Development; Organizational Change; Organizational Climate; *Organizational Development; *Organizational Theories; Participative Decision Making

Some organizational theorists argue that current approaches to management are not going to work in the 21st century. The book explores this modern dilemma and presents two premises underlying the design of organizations capable of responding to an increasingly complex and challenging business and social environment. The first premise is that the hierarchical

Education; Program Administration; Program Evaluation; Student Financial Aid; Vocational Education

This report covers the purpose, funding, services, administration, and effectiveness of 132 programs administered by the United States Department of Education during fiscal year 1990. This is the 20th annual report to the Congress on federally funded education programs and the 11th such report submitted by the Department of Education. It also briefly describes planned studies. Relevant chapters contain a new subsection, "National Goals Addressed," that describes how the programs help to implement the six national goals for education adopted by the President and Governors in September 1989. The report summarizes evaluation findings about what helps program participants to increase their achievement or improve their performance. It also describes management initiatives and reforms and changes in priorities under the Department's accountability initiative. Chapters describe programs that are administered by the Office of Elementary and Secondary Education, Office of Bilingual Education and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, Office of Postsecondary Education, and the Office of Educational Research and Improvement. Numerous tables and references are included throughout the document. A list of evaluation contracts active in the Office of Planning, Budget and Evaluation (OPBE) during fiscal year 1990 is appended. (LMI)

ED 397 511 EA 027 756

Recipient's Guide for the Department of Education Payment Management System (EDPMS).
PUB DATE- Oct 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Educational Finance; Elementary Education; Expenditures; *Federal Aid; Federal Legislation; Federal Regulation; *Grants; Higher Education; *Money Management; Recordkeeping; Records (Forms); *Records Management

EDPMS stands for the Department of Education Payment Management System. It is the central repository for grant payment transactions to recipients of financial assistance from the U.S. Department of Education through Financial Service, Washington, D.C. This guide provides information on systems operations and procedures for grants or contracts that are paid through EDPMS. It describes recipients' responsibilities in expediting payments, completing forms and reports, and controlling federal cash received through EDPMS. Following an introduction to EDPMS, the next five chapters explain recipient identification numbers and the procedures for EDPMS payment, reporting expenditures, controlling recipient funds, and returning federal funds. Chapters 7 and 8 describe other grant programs and related processes and legislation. A glossary and appendices contaiing sample forms and software instructions for recordkeeping are included. (LMI)

ED 397 512 EA 027 759

Young, Beth; Grieve, Kathy
Negotiating Time: Reduced Work Employment Arrangements for

*Educational Finance; Educational Research; Educational Vouchers; Elementary Secondary Education; Expenditures; Performance; Policy Formation; School District Spending; *State Aid; *State Standards; Statistical Inference

Of all the areas within public elementary and secondary education that are experiencing rapid change, none is experiencing more turmoil than school finance. This publication contains papers commissioned by the National Center for Education Statistics (NCES) to address the twin concerns of what additional school-finance information NCES should collect and report, and how extant data might be analyzed to address interesting questions faced by the school-finance profession. Following the introduction and overview by William J. Fowler, Jr., the first three papers present three perspectives on what the nation's data needs are in the area of school finance. Specifically, the papers examine whether recent changes to the NCES financial collection satisfied the data needs of educational policymakers and the school-finance research community. They include: (1) "Recommendations to the National Center for Education Statistics to Improve Its Role Regarding School Finance Data: The Perspective of State Policymakers" (John Augenblick); (2) "Issues and Data Needs in School Finance" (Susan H. Fuhrman); and (3) "A Call for Multiple Intrastate Studies" (William W. Cooley). The remaining three papers concern emerging school-finance topics that pose statistical and measurement problems for NCES: (4) "Estimating the Costs of an Educational Voucher System" (Henry M. Levin and Cyrus E. Driver); (5) "Intrastate Cost Adjustments" (Walter W. McMahon); and (6) "Costs of Measuring and Providing Opportunity to Learn: Preliminary Thoughts" (Allan Odden). Most papers contain references. (LMI)

ED 397 530 EA 027 926

Wohlstetter, Priscilla; Mohrman, Susan Albers
Assessment of School-Based Management. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 144p.; For Volume III of this particular study, see EA 026 927. (There is no Volume II.) For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Change; Elementary Secondary Education; *Governance; *Organizational Change; Organizational Development; Participative Decision Making; Performance; *School Based Management
IDENTIFIERS- *Studies of Education Reform (OERI)

This document presents findings of the Assessment of School-Based Management Study, which identified the conditions in schools that promote high performance through school-based management (SBM). The study's conceptual framework was based on Edward E. Lawler's (1986) model. The high-involvement framework posits that four resources must spread throughout the organization: power to make or influence decisions; information upon which good decisions can be made; knowledge and skills to perform effectively including good decision-making and problem-solving skills; and rewards for performance. This volume contains four sections: Section 1 includes an executive summary for the study; section 2 presents a summary review of the SBM literature; section 3 presents an overview of study aims and study questions; and section 4 contains a series of articles

PUB DATE- 95
NOTE- 139p.; For Volumes I-III of this particular study, see EA 027 940-942. For documents related to this study, see ED 368 511-512. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Change; *Family School Relationship; Intermediate Grades; Middle Schools; *Parent Participation; *Parent School Relationship; Partnerships in Education; Program Effectiveness; *School Community Relationship; School Restructuring
IDENTIFIERS- *Studies of Education Reform (OERI)

Genuine educational reform depends on developing relationships with the home, community groups, politicians, and the business community (Seeley, 1981). This volume is the second of three reports that are products of a 3.5 year study of education reform, with a focus on the role of parent, family, and community involvement in the middle grades. The study focused on comprehensive districtwide parent and community involvement programs, school restructuring, and school-initiated adult-child learning programs. This volume presents the full text of each of the nine case studies, which resulted from site visits that were conducted during the 1993-94 school year. The case studies are organized around six topics--context, program (including planning, design, and implementation), challenges, supports, outcomes, and lessons. The case studies include three comprehensive districtwide parent and community involvement programs: Jefferson County Public Schools (Louisville, Kentucky); Minneapolis Public Schools (Minneapolis, Minnesota); and Fort Worth Independent School District (Fort Worth, Texas). The three school-restructuring programs included Lamoni Middle School (Lamoni, Iowa); Beck Middle School (Georgetown, South Carolina); and Shelburne Middle School (Shelburne, Vermont). The three adult/child learning activities (or home learning) programs were located in: Natchez-Adams School District (Natchez, Mississippi); Community School District Number 3 (New York, New York); and Rochester Public Schools (Rochester, New York.) (LMI)

ED 397 546 EA 027 942

Anderson, Beckie; And Others
Parent and Community Involvement in Education. Volume III: Technical Appendix--Research Design and Methodology. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 94p.; For Volumes I-III of this particular study, see EA 027 940-942. For documents related to this study, see ED 368 511-512. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Data Analysis; Data Collection; *Educational Change; *Family School Relationship; Intermediate Grades; Middle Schools; *Parent Participation; *Parent School Relationship; Partnerships in Education; Program Effectiveness; Research Design; Research Methodology; *School Community Relationship; School Restructuring
IDENTIFIERS- *Studies of Education Reform (OERI)

figure, and two tables are included.) (LMI)

ED 397 562   EA 027 958

Adelman, Nancy E.; And Others
The Uses of Time for Teaching and Learning. Volume I: Findings and Conclusions. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 107p.; For Volumes I-IV of this particular study, see EA 027 958-961. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Extended School Day; Extended School Year; *Flexible Scheduling; Mixed Age Grouping; *Nongraded Instructional Grouping; Private Schools; Public Schools; *School Schedules; Student Interests; *Time Blocks; Time Factors (Learning); *Time Management
IDENTIFIERS- Studies of Education Reform (OERI)

This study examines three aspects of educational time: (1) quantity of time in school; (2) quality of time in school; and (3) students' uses of out-of-school time. The study identified two types of strategies that altered school uses of time--multiage groupings, and flexible school schedules. It concludes that the decision to increase the quantity of time for teaching and learning represents a hollow goal and can even work against other important changes. Undertaking quick policy fixes to extend the school day or year is ill-advised, particularly without deliberate and consensual assessment. Other findings are that: (1) extending noninstructional time at school has important impacts on students; (2) students are willing to commit their free time to well-conceived and well-structured activities provided through their local schools; (3) flexible schedules are important for schools serving at-risk high school students; (4) the most important commodity in which to invest is time itself; and (5) failure to invest in the necessary resources, particularly time, can doom even the most promising innovations. Two exhibits and two figures are included. (Contains 43 references.) (LMI)

ED 397 563   EA 027 959

The Uses of Time for Teaching and Learning. Volume II: Case Studies. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 126p.; For Volumes I-IV of this particular study, see EA 027 958-961. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disadvantaged Youth; *Educational Change; Elementary Schools; Elementary Secondary Education; High Risk Students; High Schools; Middle Schools; *Time Management; Urban Schools
IDENTIFIERS- *Studies of Education Reform (OERI)

This document presents case study profiles from a study that examined three aspects of educational time: (1) quantity of time in school; (2) quality of time in school; and (3) education; information on trends concerning minority personnel in the teaching force; and demographic data that may influence the supply of and demand for personnel from minority groups in education in the future. (Contains 45 references.) (DB)

ED 397 580   EC 304 908

Thomson, Charlotte; Rowan, Christine
Individual Education Plans in New Zealand Schools.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand). Research and Statistics Div.
PUB DATE- Nov 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Analysis; Curriculum Development; *Disabilities; *Educational Planning; Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; Inclusive Schools; *Individualized Education Programs; Models; Parent Attitudes; Participant Satisfaction; *Resource Allocation; Teacher Attitudes
IDENTIFIERS- *New Zealand

The Individual Education Plan (IEP) has been adopted in New Zealand both as a method of planning instruction and as a method of obtaining additional, discretionary resources for students with special needs. This study investigated the IEP process for meeting the needs of students with disabilities in New Zealand schools. A random sample of 36 schools in one Ministry of Education district submitted 159 IEP forms for analysis. The analysis revealed that many of the key components outlined in guideline documents were not present or were unclear in the IEP. Through the use of focus groups, interviews, and questionnaires, the perceptions of parents and professionals were sought. Parents and teachers expressed high levels of satisfaction with the consultation, collaborative planning, and support aspects of the process. An alternative model of planning, more in keeping with curriculum initiatives, is outlined. Recommendations suggest reviewing the use of IEPs for the dual purpose of planning and access to resources, exploration of the concept of most inclusive practice, and testing of curriculum adaptation plans as an alternative to IEPs. Appendices provide definitions, the questionnaire, and information on curriculum adaptation planning. (Contains 34 references.) (Author/DB)

ED 397 581   EC 304 909

Maryland Special Education Census Data, December 1, 1995.
PUB DATE- 1 Dec 95
NOTE- 39p.; For the 1994 report, see ED 383 125.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Census Figures; Data Collection; Demography; *Disabilities; Disability Identification; Elementary Secondary Education; *Incidence; Instructional Program Divisions; Sex; *Special Education; Student Placement
IDENTIFIERS- *Maryland

This report presents the December 1, 1995 special education data collected annually by the state of Maryland as part of the state's Special Services Information System. Information is compiled on special education students ages 3-21 in all 24 together service providers, consumers, family members, researchers, and others. Consensus was reached on several principles, organized around six broad areas: (1) what school-to-work transition for this population is and whom it is successfully serving; (2) essential components of a comprehensive school-to-work transition process for youth with disabilities; (3) roles and responsibilities of youth, families, educators, social service personnel, vocational rehabilitation specialists, employers, and others in the school-to-work transition process; (4) critical relationships among individuals and organizations in the school-to-work transition process; (5) public and private policies which facilitate successful implementation of school-to-work transition of youth with disabilities; and (6) needed research for expanding and improving school-to-work transition. (DB)

ED 397 598   EC 304 928

Annual Report to the President and to the Congress on Federal Activities Related to the Rehabilitation Act of 1973, as Amended. Fiscal Year 1992.
PUB DATE- 92
NOTE- 295p.; For the Fiscal Year 1990 report, see ED 343 366.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Agency Cooperation; Compliance (Legal); *Disabilities; Employment; Federal Aid; *Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Independent Living; Program Implementation; *Rehabilitation; Research Projects; Supported Employment; Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973; *Rehabilitation Services Administration

This report describes activities of the Rehabilitation Services Administration (RSA) and other federal agencies during fiscal year 1992 in complying with the Rehabilitation Act of 1973, as amended. Following an executive summary, the report is organized according to the Act's titles and sections. Individual sections address the following topics: general provisions (such as the Office of the Commissioner); Title I (e.g., the Vocational Rehabilitation Services Program); Title II (the National Institute on Disability and Rehabilitation Research); Title III (rehabilitation training, supported employment, services for migratory and seasonal farm workers, and special recreation programs); Title IV (the National Council on Disability); Title V (employment in the federal government, the Federal Contracts Compliance Programs, nondiscrimination in federally assisted and federally conducted programs and activities, and the Interagency Coordinating Council); Title VI (projects with industry and the State Supported Employment Services); and Title VII (e.g., Centers for Independent Living and Protection and Advocacy of Individual Rights). Appendices include a glossary, financial tables, and caseload statistics, as well as information on characteristics of persons rehabilitated, post-employment services, the Client Assistance Program, applicant/client appeals, services to and outcomes for persons with severe compared with non-severe disabilities, and comprehensive services for independent living. (DB)

ED 397 599   EC 304 929

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Language; Cognitive Development; *Communication Skills; *Deafness; *Developmental Stages; Foreign Countries; *Hearing Impairments; Hebrew; Infants; *Language Acquisition; Nonverbal Communication; Sign Language; Toddlers; Young Children
IDENTIFIERS- Israel

This study examined the prelinguistic communicative behaviors of 48 young Israeli children with hearing impairments (ages 8 months to 69 months). Most subjects were severely hearing impaired. Ninety percent were born to hearing parents. A parent questionnaire utilizing a direct observation methodology in six situational contexts was selected, translated into Hebrew, and modified to be in accord with Israeli culture and with early characteristics of the language of the deaf. The revised version included information on the use of signs as well as gestures and speech. The study found two groupings of related communicative behaviors: pointing, independent behaviors, and collaboration with an adult; and vocalizations and words. Results suggested that the theoretical model of early communicative development in hearing infants, which finds a qualitative difference between early noncommunicative behaviors and later intentional communicative behaviors, was not directly applicable to these hearing-impaired children. In contrast to findings with hearing children and deaf children of deaf parents, pointing and gestures were not closely related to more developed prelinguistic skills in these children. Findings suggest that pointing reflects the strong need of hearing-impaired children to establish communication prior to development of more advanced communication skills, and that gestures are associated with the overall cognitive representational abilities of the children. (Contains 14 references.) (DB)

ED 397 617   EC 304 949

Anderman, Eric M.
The Middle School Experience: Effects on the Math and Science Achievement of Learning Disabled Adolescents.
PUB DATE- Mar 96
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Boston, MA, March 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Grade 8; Junior High Schools; *Learning Disabilities; Mathematics Achievement; *Middle Schools; *School Organization; Science Education; *Student Adjustment; Transitional Programs
IDENTIFIERS- Hierarchical Linear Modeling; *Middle School Students; National Education Longitudinal Study 1988

This study examined the relationship between transition from elementary to middle school and achievement gaps in math and science in eighth graders with (N=296) and without (N=1608) learning disabilities (LD). An abundance of research suggests that motivation and achievement decline during the early adolescent years, and that this decline is often attributable to the transition from elementary to middle grade schools during early adolescence. Using data from the National Education Longitudinal Study, the study found that on average there is a strong gap in achievement between LD and non-LD early adolescents. Hierarchical linear modeling was used to examine school effects on these achievement gaps. Results listening), matching (reading), a variety of cloze procedures (reading and grammar), scanning (reading), paraphrasing (reading and grammar), information transfer (reading and writing), editing, guided paragraph writing, paragraphs and essays, question and response (listening and speaking), paraphrase (listening), short talks (listening), and using a table (listening). Some simple statistical procedures for determining item difficulty and for discriminating top-scoring and low-scoring students are also offered. Contains 30 references. (MSE)

ED 397 636 FL 023 750

Amselle, Jorge, Ed.
The Failure of Bilingual Education.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Court Litigation; English (Second Language); *English Only Movement; Government Role; *Intercultural Communication; *Language Maintenance; Language Research; Language Skills; Limited English Speaking; Minority Groups; *Multicultural Education; Second Language Learning; *Teaching Methods
IDENTIFIERS- California

This monograph is based on a conference on bilingual education held by the Center for Equal Opportunity (CEO) in September, 1995 in Washington, D.C. CEO made repeated attempts to secure speakers representing the pro-bilingual education viewpoint; the paper by Portes and Schauffler represents this view. Papers presented include: "Introduction: One Nation, One Common Language" (Linda Chavez); "Bilingual Education and the Role of Government in Preserving Our Common Language" (Toby Roth); "Is Bilingual Education an Effective Educational Tool? (Christine Rossell); "What Bilingual Education Research Tells Us" (Keith Baker); "The Politics of Bilingual Education Revisited" (Rosalie Pedalino Porter); "Realizing Democratic Ideals with Bilingual Education" (Irma N. Guadarrama); "Language and the Second Generation: Bilingualism Yesterday and Today" (Alejandro Portes and Richard Schauffler); "Educating California's Immigrant Children" (Wayne A. Cornelius); "Breaking the Bilingual Lobby's Stranglehold" (Sally Peterson); "Parental Choice in Burbank, California" (Lila Ramirez); "Bilingual Education Alternatives" (Patricia Whitelaw-Hill); "Bilingual Education in the Classroom" (Suzanne Guerrero); and "One Parent's Story" (Miguel Alvarado). An appendix offers details on a pending lawsuit concerning bilingual education, and a compiled index of bilingual education statistics is included that was assembled and graphed by Jorge Amselle. (NAV)

ED 397 637 FL 023 773

Omoniyi, Tope
Culture and Pedagogy in Conflict: An Investigation of Student-Participation in the Language Tutorial Classroom.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Regional Language Seminar on Language and Culture, Singapore, 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anglo Americans; English (Second Language); *English Only Movement; Ethnic Groups; Ethnicity; Federal Legislation; *Language Planning; *Mexican Americans; Minority Groups; Official Languages; Questionnaires; Second Language Learning; *Social Attitudes; *Spanish Speaking
IDENTIFIERS- Texas

This paper reports on a study done with Anglos and Hispanics in Texas, focusing on the pending English Only legislation and their awareness of and attitudes towards it and what biases these attitudes were based upon. A 1-page, 2-sided, questionnaire was distributed to 328 Anglo and Hispanic subjects in a predominantly Hispanic city. Forty-seven percent of respondents were Mexican American; 43 percent were Anglo. Results suggest that over 50 percent of respondents were aware of the English Only Movement, Anglos were more than three times more likely to support it, and the most common variable to explain these results was ethnicity rather than education, sex, or age. Bilingual Mexican Americans were more likely to be against the movement than monolingual Mexican Americans; bilingual Anglos were less likely than monolingual Anglos to support it. Knowledge of the movement and bilingualism thus appeared to mediate attitudes. A blank copy of the questionnaire is appended. (Contains nine references.) (Author/NAV)

ED 397 657 FL 023 962

A Chance To Succeed: Providing English Learners with Supportive Education.
PUB DATE- Jul 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; *Bilingual Education Programs; *English (Second Language); Ethnic Groups; Immigrants; *Limited English Speaking; Minority Groups; Non English Speaking; Second Language Instruction; Social Integration; *State Action; *State Departments of Education
IDENTIFIERS- *California

This report summarizes the findings of a California commission on how to best teach English to non English speakers in the State. Three findings of the report are highlighted: (1) schools are not meeting the primary goal of education for immigrant students; (2) emphasis on native language education is inappropriate, unwarranted, not feasible, and counterproductive; and (3) there is a severe shortage of teachers with expertise in language acquisition, the training of cultural diversity, and the skills to enhance the classroom learning environment. Recommendations include revising funding mechanisms for schools to help students attain English proficiency rapidly, adapting an explicit State policy of local control and flexibility, focusing on holding school accountable for results rather than methods, documenting the use of funding that is meant to supplement base education funding for English learners, and intensifying efforts to improve teaching skills and teacher awareness of language acquisition needs rather than concentrating on developing a cadre of bilingual teachers.

Education
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the dental hygiene technology program. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies. Section II consists of the curriculum guides for three categories of courses: (1) dental hygiene techology courses--fundamentals of dental hygiene; dental anatomy; head and neck anatomy; radiology; dental hygiene seminars I-IV; clinical dental hygiene I; oral histology and embryology; clinical dental hygiene II; periodontics; materials; general/oral pathology; dental pharmacology; clinical dental hygiene III; community dental health; and dental ethics/law; (2) related vocational-technical course--fundamentals of microcomputer applications; and (3) related academic courses--English composition I and II; oral communications (principles of speech); anatomy and physiology I and II; microbiology; introduction to chemistry; general chemistry I and laboratory I; general psychology I; introduction to sociology I; principles of nutrition; nutrition; personal and community health; first aid and cardiopulmonary resuscitation; college algebra; and introduction to computer concepts. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Cabinetmaking; *Carpentry; Community Colleges; Competence; *Competency Based Education; *Construction (Process); Construction Materials; Core Curriculum; Estimation (Mathematics); Finishing; State Curriculum Guides; Statewide Planning; Technical Institutes; *Trade and Industrial Education; Two Year Colleges; Work Experience Programs
IDENTIFIERS- Mississippi

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for certificate of residential carpentry and residential carpentry technology programs. Presented in the introductory section are program descriptions and suggested course sequences for both programs. Section I lists baseline competencies for each program. Section II consists of course outlines for each course in the residential carpentry technology course sequence (foundations, framing I, advanced blueprint reading, framing II, roofing, exterior finishing, interior finishing and cabinet making, principles of multifamily and light commercial construction, advanced cabinet making, advanced interior finishing, special problem in residential carpentry technology, and work-based learning in residential carpentry technology; and the related vocational-technical course sequence (fundamentals of drafting, construction materials, and cost estimating). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN) and work-based learning. Also included are related vocational-technical courses (fundamentals of drafting, systems programming I, fundamentals of microcomputer applications, principles of computer-assisted design, descriptive geometry, and quality assurance) and a related academic course, trigonometry. Each course has been written using a common format which includes the following components: course name, course abbreviation, classification, description (main purpose of the course and recommended number of hours of lecture and laboratory activities), prerequisites, and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles. (YLB)

telecommunications, desktop publishing, the job application process, and applied business and computer technology I. The second course contains 14 units: safety, disk management, keyboarding, advanced word processing, advanced communications, records management, advanced database management, advanced spreadsheet applications, advanced financial applications, automated accounting, advanced telecommunications, advanced desktop publishing, job application process, and applied business and computer technology II. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN) are discussions of legal and policy structures, enforcement techniques, enforcement aimed to prevent youth access, barriers to drinking and driving enforcement, assessing youth DWI (driving while intoxicated) enforcement, DWI management strategies, and policy tips on how to handle large concentrations of youth, typified by some parties, who are impaired. Some examples of successful enforcement programs and strategies, which have been used in communities across the United States conclude the guide. Contains a 10-item annotated list of resources. (RJM)

ED 397 359   CG 027 214

Teen Drinking Prevention Program. Communicator's Guide.
PUB DATE- 95
NOTE- 41p.; For other documents in the "Teen Drinking Prevention Program," see CG 027 213-218.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Adolescents; Alcohol Abuse; *Community Action; *Community Programs; *Drinking; Drug Abuse; *Prevention; Program Development; Public Education; Public Opinion; Public Service; Social Responsibility; Substance Abuse; Youth Programs

Underage drinking is a serious national problem--alcohol-related injuries are a leading cause of death and injury among young people in the United States today. This guide is designed to help individuals who wish to be involved in a national effort to prevent underage drinking. It includes materials and messages that can be reproduced, as well as other information that can be tailored for a specific community or audience. The guide will help in creating a broad-based public education program to communicate to neighbors the seriousness of the teen drinking problem and to motivate community members to become a part of the solution. Some of the topics addressed here include ways to create a teen drinking prevention program in one's community, including sample letters to elected officials and establishments that sell alcohol. Also detailed are the role of the spokesperson and strategies for gaining access to the news media, such as effective ways to communicate with reporters and editors, techniques for targeting messages and audiences, some sample press releases, some sample opinion editorials, and examples of public service announcements for radio. (RJM)

ED 397 380 CG 027 245

Marecek, Jeanne; Arcuri, Lauren
Talking Food, Doing Gender: The Social Construction of Femininity among Sixth-Grade Girls.
PUB DATE- Aug 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Children; *Dietetics; *Females; Food; *Grade 6; Group Dynamics; Intermediate Grades; Peer Groups; *Peer Influence; *Sex Role; Student Attitudes; Student Behavior; Student Subcultures
IDENTIFIERS- *Femininity; *Gender Issues

Two questions serve as the focus in this study on factors affecting perception of femininity among pre-adolescent girls: (1) What are the meanings that girls themselves invested in gender and feminity? and (2) Through what social processes do girls negotiate meanings of gender and femininity? Researchers used a participant-observation study in which they could step into the world of those girls under consideration. Observations centered on sixth-grade girls (ages 11 and 12) in a public middle school in a middle-class community. All observations took place in school, primarily during lunch time, health class, gym class, and those times when girls were likely to discuss food, eating, weight, and dieting. Several themes arose from these conversations: (1) the significance and meaning of restrictive eating; (2) ways in which eating practices served to reinforce gender difference and gender segregation; and (3) the high effort girls invest in the heterosexual world. Some generalizations taken from these themes included the belief that girls fashion shared meaning of femininity through mundane conversations about everyday matters, that girls regulated one another's socialization, and that social relations and collective practices were important in shaping the meanings of gender and the conceptions of masculinity and femininity that children hold. (RJM)

ED 397 400   CS 012 544

Laminack, Lester L.; Wood, Katie
Spelling in Use: Looking Closely at Spelling in Whole Language Classrooms.
PUB DATE- 96
NOTE- 138p.; Foreword by Sandra Wilde; Afterword by Lucy Calkins.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Language Acquisition; *Language Experience Approach; Middle Schools; Parent Teacher Cooperation; *Spelling; *Spelling Instruction; *Student Evaluation; Teacher Behavior; *Whole Language Approach; Writing (Composition)

Providing a practical look at the role of spelling in the overall language arts curriculum, this book helps those who interact regularly with young children understand how learning to spell is part of the broader fabric of learning to write in whole language classrooms. After an introduction, chapter 1 provides opportunities to explore how teachers' beliefs about language and literacy learning impact how they view their students' writing. Chapter 2 introduces three teachers who tell their personal stories of transition from a traditional approach to spelling instruction to incorporating the study of spelling in use in their whole language classrooms. Chapter 3 provides suggestions for developing ways to systematically study and assess children's spelling in use. Chapter 4 presents the "nuts and bolts" of spelling instruction in a whole language classroom. Chapter 5 provides practical help in communicating with parents about the teaching of spelling in use. The final chapter responds to questions that teachers most often ask about spelling instruction. Contains 19 references. (RS)

is shrinking along with related job opportunities and funding. For feminists, disciplinarity is leading to a feeling of being divided between that self that desires community, spiritual fulfillment, time for false starts and reflection, and that self seeking a Ph.D., a job, publication, and tenure. Effort to negotiate between feminist and masculinist forces is draining. The answers to this crisis may lie in the past, in a time when scholars could afford to be supportive of each other and saw publication as one path toward establishment rather than the only path. (TB)

"Grammar Portfolios" (Cornelia Paraskevas); and "Visualizing the Language" (Bernice Level Farrar). The conference schedule is included. (RS)

ED 397 438 CS 215 407

Proceedings, National Conference of the Association of Teachers of English Grammar (2nd, Williamsport, PA, July 15-16, 1991).
PUB DATE- Jul 91
NOTE- 114p.; For Proceedings 1990-1995, see CS 215 403-408.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Business Communication; Elementary Secondary Education; *English Instruction; *Grammar; Higher Education; Notetaking; *Sentence Diagraming; *Sentence Structure; *Teacher Education; Teaching Methods; Transformational Generative Grammar
IDENTIFIERS- *Educational Issues

Noting that, contrary to the first conference, disagreements began to surface among the conference participants of the second conference, this proceedings contains papers presented at the second conference on the teaching of grammar (except for a preconference workshop and one paper). Papers in the proceedings are: "Keynote: Finding Reasons to Teach Grammar to Everyone" (Bill McCleary); "Jessica's 'Power Phrase': Using Sentence Combining to Teach Note Taking" (Chrystena Chrzanowski); "Grammar in the Freshman Composition Class" (Ben Varner); "Teaching Young Writers to Analyze Their Sentences" (Ed Vavra); "The Parts Are the Key to the Whole" (George Kovacs); "Good at Grammar" (Maurice Scharton); "Grammar in the Learning Center?" (Janice Neuleib); "The Effect That Separation of Content and Form Has on Grammar and Syntax Review in Business Writing Textbooks" (Mary Hall); "Teaching Grammar in Business Communications" (Geneva Hagedorn); "A Systematically Based Approach to Grammatical Analysis" (John P. Broderick); "Three-Dimensional Diagramming" (Wanda Van Goor); "Approaches to Teaching Teachers Grammar" (Irene Brosnahan); "Grammar Relevance: Human/Computer Interface as a Relevancy Model" (Frank Peters); and "Using Transformational Grammar to Teach Future Teachers" (Cornelia Paraskevas). A list of conference participants is attached. (RS)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; College Faculty; *Departments; *Employment Practices; Faculty Integration; *Females; Higher Education; *Mass Media; Minority Groups; National Surveys; Occupational Surveys; *Personnel Policy; Personnel Selection
IDENTIFIERS- Diversity (Faculty)

A study investigated hiring practices of departments of media communication. Questions were asked about the current distribution of ethnic minorities and women in media communication departments; what policies guide affirmative-action in hiring in the field; whether actual minorities and women hires accurately represent efforts to hire; and what can be done to improve ethnic and gender diversity in the field. The study surveyed 226 department chairs of media communication on their experiences in affirmative action in the hiring of fulltime, tenure-track faculty members in the past 3 academic years. The response rate was 51%. Telephone interviews were conducted with 13 non-responding schools. Some key results indicate: there is a substantial and growing pool of women job candidates; contrary to claims that small schools are unable to compete in hiring, the distribution of minority and women faculty by institution size suggests that colleges and universities of all sizes are finding ethnic minorities and women to hire; the biggest reasons why departments have been successful in hiring ethnic women and minorities are a perceived need for women and minority faculty and the absence of racist and sexist attitudes in the faculty; all schools get minority and women applicants, and all schools get roughly the same percentage of acceptance of their offers to ethnic minorities and women. Successes were found where the faculty stand together on the issue of diversity and actively undertake affirmative action on their own behalf. (Contains 7 tables of data and 39 references. Appendixes contain a cover letter, questionnaire, and interview form.) (Author/SR)

Research Series" for 1995-96. Topical Synthesis #8, "Community-Based Learning: A Foundation for Meaningful Educational Reform" (Thomas R. Owens and Changhua Wang) summarizes lessons that NREL has learned over the past 20 years about various community-based learning programs. Close-Up #19, "Educating for Citizenship" (Kathleen Cotton), describes issues concerning the content and processes of civic education. Close-Up #20, "School Size, School Climate, and Student Performance" (Kathleen Cotton), reviews research literature that examined the relationships among school size, school climate, and student performance. Snapshot #37, "Providing Integrated Services in an Inner-City School" (Joan Shaughnessy), relates how a small inner-city public elementary school--the Family Academy, New York, New York--designed an approach that successfully integrated social services with academic learning. Snapshot #38, "Integrating Middle School Curriculum around Real-World Issues" (James W. Kushman) describes how Waldo Middle School in Salem, Oregon, integrated middle-school curriculum around real-world issues. Snapshot #39, "Improving Elementary School Climate" (Kathleen Cotton), describes how Bonneville Elementary School in Pocatello, Idaho improved its school climate. Snapshot #40, "Leading an Inner-City School to 'Overall Excellence'" (Kathleen Cotton), describes how an inner-city school--the Thurgood Marshall Elementary School in Seattle, Washington--received national recognition for overall excellence through the leadership of the principal and key staff members. References accompany most of the briefs. (LMI) "command" economy will give way to a disaggregated, "internal market" economy in which many autonomous profit centers produce a self-organizing form of control that operates from the bottom up. The second premise is that these internal markets will operate within a broader management system that is guided by the informed involvement of numerous stakeholders--a governance system defined as "corporate community." The book shows how enterprise and democracy are moving inside of business and government to transform institutions for the Information Age and asserts that only small entrepreneurial teams operating from the bottom up can master the complexity of today's global economy. Gaining stakeholder support is now essential because a knowledge-based economy has made cooperation a competitive advantage. The book draws on hundreds of examples from progressive companies and an international survey of 426 managers. Part 1 redefines the conceptual foundation of modern management to anchor today's institutions in the Information Age. Part 2 seeks to build conceptual linkages across the legal and social contracts connecting the firm to its customers, employers, and ecological community. The third part argues that informed, empowered organizational members operating in systems that allow flexible, efficient responses to market forces are the essential elements of an effective, decentralized, global economy. Eight figures, 18 tables, and an index are included. Appendices contain organizational exercises and a copy of the questionnaire. (LMI)

Teachers.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Labor Utilization; *Politics of Education; *Teacher Employment; *Teacher Motivation; Teacher Supply and Demand; Teaching Conditions; Teaching Load
IDENTIFIERS- *Alberta

An increasing proportion of Canadian teachers is employed part-time. In order to explore some of the day-to-day realities of part-time teaching and some of the politics and ideologies giving rise to those realities, this study described and compared the enactment of three types of "reduced-work" employment policies for teachers in an Alberta school district. Data were derived from semistructured interviews with a total of 30 teachers, administrators, and teacher-association representatives who were involved in implementing one or more of the three different reduced-work policies. Two-thirds of the sample were teachers (most of them women). This paper focuses on two types of part-time employment arrangements, examines the motivations for engaging in those arrangements, and discusses the informal negotiations associated with them. The two employment arrangements included: (1) one in which the amount of time was left largely to administrative discretion (arrangement A); and (2) one that allowed full-time continuing teachers to negotiate a part-time assignment for a defined period of time (arrangement B). Many of the female teachers chose part-time teaching in order to create personal space in which they could fulfill family and domestic responsibilities. Teachers in general also chose part-time employment in order to make career transitions and to create professional space. Both teachers and administrators frequently expressed concerns about students and program needs as the deciding factor in negotiations at various levels. However, they defined these needs differently. Teachers repeatedly pointed to the importance of their supervising administrators' attitudes in determining whether or not any negotiation would occur. In addition, gender played a role in teachers' motivations and the negotiation process. A key distinction between the two part-time work arrangements was the degree of negotiability. Women who wanted to work part-time because of family responsibilities had very different options. The contrast underscores the career penalty that women pay for taking on family responsibilities. (Contains 38 references.) (LMI)

that draw on cross-site analyses from the two phases of the study. The study found that SBM requires a redesign of the whole school organization rather than a change in school governance. SBM fails when it is adopted as an end in itself; principals work from their own agenda; decision-making power is centered in a single council; and business continues as usual. Strategies for successful implementation of SBM include: (1) establish multiple teacher-led decision-making teams; (2) focus on continuous improvement with school-wide training in functional and process skills, including training in curricular and instructional areas; (3) create a well-developed system for sharing school-related information among a broad range of constituents; (4) develop ways to more effectively reward staff behaviors oriented toward achieving school objectives; (5) select principals who can facilitate and manage change; and (6) use district, state, and/or national guidelines to focus reform efforts and to target changes in curriculum and instruction. Data were obtained from a review of the literature and from over 500 interviews conducted in 44 schools in 13 school districts. Three tables are included. An annotated bibliography is included. (Contains 20 references.) (LMI)

Genuine educational reform depends on developing relationships with the home, community groups, politicians, and the business community (Seeley, 1981). This report is the third of three volumes that are products of a 3.5 year study of education reform, with a focus on the role of parent, family, and community involvement in the middle grades. The study focused on comprehensive districtwide parent and community involvement programs, school restructuring, and school-initiated adult-child learning programs. This volume describes the original research design and provides an overview that highlights five primary areas of interest: key contextual factors that shape parent, family, and community involvement initiatives; the planning and design of initiatives; the current implementation of initiatives, and how the initiatives and roles of the school, staff, families, and communities have changed over time; the systems that support the planning, design, and implementation of these initiatives; and the outcomes that result from program implementation. The report discusses each of the three research focus areas--comprehensive districtwide programs; school restructuring; and adult-child learning programs. The report also provides definitions, explains the conceptual framework, and presents the questions that guided the research in each area. The study used a comprehensive set of criteria and initial telephone screening interviews to select nine sites representing well-developed middle-grade parent-, family-, and community-involvement initiatives in a variety of contexts. Six exhibits are included. The appendix contains site nomination summaries. (Contains 14 references.) (LMI) students' use of out-of-school time. Data were derived from case studies of 14 sites that experimented with different ways of allocating time as a cornerstone of efforts to improve the quality of teaching and learning. All of the schools in the sample serve a substantial number of disadvantaged students. In most of the schools, the time innovations represented important changes in the organization and structure of the schools. However, in some cases, the time innovations were part of the original design of the school. As a practical matter--as well as a finding about these schools--decisions about changing the quantity of time for teaching and learning followed decisions about other kinds of changes in schools. That is, in all but two cases, teachers and principals decided to change one or more elements of the core technologies (curriculum, instruction, and assessment) and concluded that changes in the allocation of time were necessary to support these changes in the quality of time. (AA)

local education agencies and state operated programs. Definitions of key terms used to classify student placements precede the data tables. The total number of students with disabilities served in Maryland is reported to be 100,863. Tables include information by agency on the number of children with disabilities served, broken down by the following factors: disability, age, grade, intensity, ethnicity, gender, and placement in the least restrictive environment. Pie charts illustrate the percentage of special education students by disability and the placement of special education students. A graph indicates the percentage of special education students by grade. (CR)

Directory of National Information Sources on Disabilities. Fifth Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 600p.; For the fourth edition, see ED 276 183.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Databases; *Disabilities; Hotlines (Public); *Information Sources; *National Organizations; *Organizations (Groups); Public Agencies; Referral

This directory describes over 500 national-level public agencies and private organizations supplying disability-related information, referral, and direct human services. The informational components of each organization listed are emphasized, and material on database venders is also included. Descriptions of organizations are in alphabetical order, followed by a subject index. Information provided for each organization includes the organization's name, address, telephone number, disabilities served, users served, the focus of the organization, and information services provided. Appendices include listings of rehabilitation-related databases, other directories, hotlines, religious organizations, and sports organizations. (DB)

indicated that the gap between LD and non-LD adolescents is greatly reduced for adolescents who do not make a school transition until at least the ninth grade. Findings suggest that the policies and practices of typical middle grade schools are particularly incompatible with the educational and psychological needs of early adolescents with LD. (Contains 39 references.) (Author/DB)

ED 397 618 EC 304 950

Winebrenner, Susan; Devlin, Barbara
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cluster Grouping; *Educational Methods; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); Homogeneous Grouping; *Inclusive Schools; Mainstreaming
IDENTIFIERS- Differentiated Educational Plans; ERIC Digests

This digest in a question and answer format, provides basic information on cluster grouping of gifted students. Questions address such concerns as: the meaning of cluster grouping, differences between cluster grouping and tracking, advantages of cluster grouping, learning needs of gifted students, the argument that gifted education is elitist, the argument that gifted students should be spread out in all classes to serve as tutors and role models, cluster grouping and the inclusion model, effects of clustering gifted students on non-gifted classmates, identification of gifted students, skills needed by cluster teachers, cluster grouping and enrichment programs, cluster grouping at middle and secondary levels, the role of Differentiated Educational Plans, and disadvantages of cluster grouping. The information brief concludes that cluster grouping is a way to ensure that gifted students receive a quality education at the same time as schools work to improve learning for all students. (DB)

(120),Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Classroom Environment; *Cultural Influences; Discourse Modes; Foreign Countries; Higher Education; Instruction; *Power Structure; *Second Language Learning; Social Structure; Sociolinguistics; Teacher Student Relationship; *Tutorial Programs
IDENTIFIERS- *Politeness

Students' non-participation in tutorials seems to be more widespread in certain cultural environments than others. This paper investigates the usefulness and effectiveness of tutorials as pedagogical tools and cultural links. It is postulated that the conflict results from face-considerations and the students' definition of tutorials within an inadequate cultural framework that makes no distinction between the constructions of face in the wide and narrow contexts of town and gown, respectively. Face is defined as the base-level dignity and respectability that individuals and groups seek to defend instinctively as operators within a social framework. This pedagogical framework also recognizes an "Expert-Novice" relationship within which information flows uni-directionally from the first participant to the second, in consonance with the power-structure of the larger speech community of which universities form a component. However, an unacknowledged subculture also exists, the Equal Opportunity Zone (EOZ). In the EOZ, information should move bi-directionally; town and gown diverge in their power structure patterns in that some power and control devolve on the students. Resolution of this culture-pedagogy conflict may be found by characterizing the sociolinguistic domain of education in such a way that the tutorial classroom is seen as a sub-cultural context with its own appropriateness rules. (Contains 10 references.) (Author/NAV)

Appendices include a listing of public hearing witnesses, California counties by numbers of English learners, trends in number of English learners in California public schools by language for 1987 through 1991, and a sample of reviewed literature on the subject. (Contains 53 references.) (NAV)

ED 397 658 FL 023 963

Kuntz, Patricia S.
Students of "Easy" Languages: Their Beliefs about Language Learning.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; French; Higher Education; *Language Attitudes; *Language Enrollment; Learning Strategies; Modern Language Curriculum; *Second Language Learning; Spanish; Student Attitudes; *Swahili; Uncommonly Taught Languages

This paper investigates the beliefs about language learning held by 53 first-month university students enrolled in Swahili compared to those of 113 students of French and Spanish. Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper isolates the results from a larger study of eight languages. The greatest number of students agreed that repeat and practice are important for foreign language learning; overall, there was 30 percent agreement on the statements between the 2 groups of students (Swahili versus French and Spanish). Swahili students reported strongest disagreement with "do not speak until correct," while the other group reported greatest disagreement on "to read in a foreign language, one must know all the words." Overall, statements indicated a more positive response from students of Swahili than from the other students. Findings identify the most strongly rated beliefs, the significant different beliefs for students of Swahili, and the underlying structure of beliefs, and they provide strong evidence that students of Swahili do hold unique beliefs concerning language learning. Actual result data is appended. (Contains 31 references.) (Author/NAV)

literacy issues, contains the following: facts from case studies of four successful workplace literacy programs; outline of workplace literacy issues to be addressed; statistical information regarding how much workplace literacy training is occurring; comparison of traditional and high-performance work organizations; summary of the Secretary's Commission on Achieving Necessary Skills report; and discussion of skills standards for the workplace. The second third of the document consists of a 50-item annotated bibliography of resource materials for/about workplace literacy training and a 9-item annotated bibliography of resource organizations concerned with workplace literacy. The final third of the document is an annotated bibliography of 10 electronic online resources for workplace literacy (electronic mail-based systems, gopher servers, and Internet service providers). (MN)

community/technical colleges; summaries of survey responses; final round of competencies; and field test results.) (MN)

ED 397 253 CE 072 079

Teddlie, Jessie; And Others
Texas Skill Standards and Certification Project for Electronic Engineering Technicians. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.
PUB DATE- Dec 94
NOTE- 889p.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Competence; Competency Based Education; Electronics; *Electronic Technicians; Employment Potential; *Engineering Technicians; *Engineering Technology; Job Analysis; *Job Skills; *Occupational Information; Skilled Occupations; Staff Development; Standards; State Curriculum Guides; Technical Occupations; Two Year Colleges
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; *Texas

The first part of this document is a report of a project conducted in Texas to develop and deliver a viable education and training system that would produce a competitive work force. The system is built on the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and personal qualities that are generic to all occupations. Four products were developed for the occupation of electronic engineering technician: (1) a SCANS Occupational Analysis Handbook; (2) curriculum enhancements that can be infused into the electronic engineering technicians curriculum using the format of a basic course outline; (3) assessment and certification strategies; and (4) a professional staff development plan. Following the report, the occupational analysis handbook contains the results of analyses that were conducted for the purposes of identifying instructional content in relation to the requirements of the workplace identified by SCANS research, and defining specifications for Work Keys assessments for selected workplace skills identified by SCANS research; the handbook also includes tables that relate the skills profiled to other analyses and skill standards. The curriculum enhancements package contains basic course outlines that identify the SCANS competencies to be taught. The assessment and certification strategies document includes a report on focus groups held with electronics instructors and examples of competency exams used in Texas two-year colleges. The staff development plan provides examples of a job inventory survey for validation of tasks/competencies, professional improvement needs assessment surveys, and an evaluation plan. Appended to the document are quarterly reports and project meeting minutes. (KC) areas: overall planning, staff development, special populations, curriculum integration, articulation, partnerships, evaluation, and retrospective. The report also contains the results of a brainstorming session in which participants shared successful and unsuccessful practices related to each section of tech prep. (KC)

ED 397 271 CE 072 114

Brown, James M.; Pucel, David J.
Minnesota Tech Prep Consortia Evaluation System. 1994/95 Cohort Self-Assessment Summary Report.
SPONS. AGENCY- Minnesota State Colleges and Universities System, St. Paul.; Minnesota State Dept. of Children, Families and Learning, St. Paul.
PUB DATE- 96
NOTE- 100p.; For the 1993/94 summary report, see CE 072 113.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Consortia; Curriculum; *Educational Assessment; High Schools; Integrated Curriculum; Marketing; Postsecondary Education; Professional Development; Program Effectiveness; Program Evaluation; Pupil Personnel Services; School Business Relationship; School Counseling; *Self Evaluation (Groups); State Programs; Statewide Planning; Student Evaluation; Student Personnel Services; *Tech Prep
IDENTIFIERS- Minnesota

This report contains the comprehensive, written self-assessments completed by 10 Minnesota tech prep consortia. The 1994-95 cohort of consortia was the second group to use the self-assessment. Within each tech prep consortium, the evaluation was completed by cross-district teams of teachers, administrators, and others who had been trained by the Minnesota Research and Development Center for Vocational Education. The summary is divided into four sections: curriculum and instruction, marketing, student assessment, and evaluation. Each section includes descriptions of the following areas: overall planning, staff development, special populations, curriculum integration, articulation, partnerships, evaluation, and retrospective. The report also contains the results of a brainstorming session in which participants shared successful and unsuccessful practices related to each section of tech prep. (KC)

ED 397 659 FL 023 964

Marcus, Sybil
How To Plan a Literature Course for Maximum Effect.
PUB DATE- 27 Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; *Course Organization; Curriculum Design; Curriculum Development; Drama; *English (Second Language); English Literature; Figurative Language; Instructional Effectiveness; Instructional Materials; Intensive Language Courses; *Literature Appreciation; *Media Selection; Poetry; Second Language Instruction; Short Stories

The structure of an 8-week intensive course in literature for advanced learners of English as a Second Language is described. Focus is on engaging student interest with texts rich in theme and/or language that can elicit thoughtful discussion. In the first 2 weeks, the language and length of the texts (short stories) selected make them relatively easy to read, but the themes are of interest to students. Emphasis during this phase is on building student confidence and creating familiarity with figures of speech. The first work read is seen as crucial to engaging the students, and should be easy enough to be digested in class. In the second, 4-week stage, longer stories are used, and some poetry may be introduced. The third stage is characterized by study of a full-length play, which can be as substantial as a novel but easier to read in dialogue form. Two suggested curricula are appended, each listing literary works to be taught, with brief synopses and ideas for class activities and discussion. (MSE)

ED 397 660 FL 023 965

Minami, Masahiko
Parental Styles of Narrative Elicitation and Children's Narrative Discourse Skill.
PUB DATE- Mar 96
NOTE- 51p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Caregiver Speech; Child Language; *Discourse Analysis; Foreign Countries; Japanese; *Language Acquisition; *Language Patterns; Language Styles; Mothers; *Parent Child Relationship; Preschool Children; *Speech Acts; Uncommonly Taught Languages
IDENTIFIERS- Japan

This paper examines two studies on language development and narrative discourse structure by looking at how language shapes and is shaped by culture-specific experiences. Conversations between 20 middle-class Japanese preschoolers, aged 4-5 years old, and their mothers were analyzed to study differences in narrative elicitation by mothers towards children in these age

ED 397 679 FL 024 006

Mann, Charles C.
Polysemic Functionality of Prepositions in Pidgins & Creoles: The Case of "FO" in Anglo-Nigerian Pidgin.
PUB DATE- 93
NOTE- 12p.; In: Byrne, F. and Holm, J., Eds. Atlantic Meets Pacific (A Global View of Pidginization and Creolization) pp. 57-67. John Benjamins, Amsterdam/Philadelphia, 1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *African Languages; *Creoles; English; Foreign Countries; *Grammar; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Pidgins; *Prepositions
IDENTIFIERS- *Anglo Nigerian Pidgin

An analysis of the polysemic nature of prepositions in pidgins and creoles (PCs) looks at the analytic nature of PCs and the pervasive variability in their grammars, and then focuses on usage of the preposition "fo" in Anglo-Nigerian Pidgin (ANP), likely borrowed from the English "for." It is argued that while this is not the only preposition in ANP, its usage in various contexts where other more "natural" languages normally employ distinct prepositions can be attributed to the lexical restriction common to PCs. The analysis looks at how "fo" is capable of differential signification when it possesses basically the same sense in all prepositional contexts, and what inherent meaning it has that can explain its semantic versatility. It is concluded that in ANP grammar, while the presence of prepositions could b pertinent in certain contexts, it does not appear to be primary for signification, and that prepositions tend to "grow" in a language as it develops through elaboration, with prepositional specialization setting in later. It also supports the notion that prepositions are one of the regular victims of language structural reduction, arguing for the role of "fo" as a prepositional jack-of-all-trades. Contains 15 references. (MSE)

ED 397 680 FL 024 007

Mann, Charles C.
The Sociolinguistic Status of Anglo-Nigerian Pidgin: An Overview.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- African Languages; Foreign Countries; *Intercultural Communication; *Language Patterns; Language Planning; *Language Role; Language Usage; Official Languages; *Pidgins; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Anglo Nigerian Pidgin; *Nigeria

An analysis of the status of Anglo-Nigerian Pidgin (ANP) looks at its origins and evolution in Nigerian history, its location in the Nigerian language situation, and its current sociolinguistic status. It is concluded that ANP possesses linguistic structures that have stabilized enough to give the speaker an impression of good and bad grammar. Beyond the important role it plays as an interethnic lingua franca, it is now commonly used by youths of the same tribe for peer communication, indicating a language function shift and giving it the status of a language. While ANP is the most appropriate

ED 397 699 HE 029 281

Weimer, Maryellen; Neff, Rose Ann
Teaching College. Collected Readings for the New Instructor.
PUB DATE- 90
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Classroom Techniques; College Faculty; Course Content; Course Organization; Curriculum Development; Educational Environment; Ethics; Group Discussion; Group Dynamics; Higher Education; Humor; *Instructional Effectiveness; Lecture Method; Models; *Planning; Reflective Teaching; Self Evaluation (Individuals); Seminars; *Student Evaluation; Student Reaction; Student Rights; *Teacher Effectiveness; Teacher Role; *Teaching Methods; Testing

Intended for instructors teaching a college course for the first time, this anthology contains short readings organized into four sections on: (1) introductory concerns, (2) course planning, (3) instructional methods, and (4) evaluation. Each section is preceded by a brief introduction. Included are the following articles: "It's a Myth: Nobody Knows What Makes Teaching Good" (Maryellen Weimer); "It's a Myth: Good Teachers Are Born--Not Made" (Maryellen Weimer); "A Nurturing Environment and Effective Teaching" (Stanley J. Hanna and Lawrence T. McGill); "Professor as Student: The View From the Other Side" (Roy Starling); "Student Irresponsibility: We Helped Cause It" (Sharon Coady); "Students' Rights and the Teacher's Obligations in the Classroom" (Conwell G. Strickland); "Ethical Standards in Teaching" (Wilbert J. McKeachie); "Achieving Excellence: Advice to New Teachers" (M. Neil Browne and Stuart M. Keeley); "Syllabus Shares What the Teacher Wants'" (Howard B. Altman); "The Textbook Selection Checklist" (Brian Hemmings and David Battersby); "Blackboards and Overheads" (Maryellen Weimer); "Meeting a Class for the First Time" (Wilbert J. Mckeachie); "Improving Lectures" (William E. Cashin); "Effective Lecturing Techniques: Alternatives to Classroom Boredom" (Richard L. Weaver II); "Lecturing Is Not Dead--A Nature Hike Through Effective Teaching" (Clarice Stasz); "How to Pace Your Lectures" (Marilla Svinicki); "An Instructor Survival Kit: For Use with Large Classes" (Maryellen Gleason); "Humor in the Classroom: Considerations and Strategies" (Debra Korobkin); "Heuristics for Creating Examples" (Stephen Yelon and Michael Massa); "Successful Participation Strategies" (Maryellen Weimer); "Group Inquiry Turns Passive Students Active" (Robert G. Kraft); "Grading Students" (Howard R. Pollio and W. Lee Humphreys); "Examinations: Accentuating the Positive" (Miriam McMullen-Pastrick and Maryellen Gleason); "Exam Review Sessions" (Maryellen Weimer); "Improving Multiple Choice Tests" (Victoria L. Clegg and William E. Cashin); "Assessing Classroom Participation" (Paul R. Lyons); "Grading Seminar Performance" (Edward G. Clarke); "What to Do When Somebody Criticizes Your Teaching" (Maryellen Weimer); and "Five Steps to Better Teaching" (Maryellen Weimer). (Individual papers contain references.) (DB)

ED 397 700 HE 029 282

ED 397 717 HE 029 317

Duckwall, Julia M.; Wilson, Steven J.

Can Core Components in Mathematics Courses Replace Comprehensive Common Course Finals? AIR 1996 Annual Forum Paper.

PUB DATE- 6 May 96

NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; Case Studies; *College Mathematics; Community Colleges; Comparative Analysis; *Course Content; Curriculum Development; Grade Inflation; Grades (Scholastic); Higher Education; *Institutional Research; Mathematics Education; Mathematics Instruction; *Mathematics Tests; Program Descriptions; Scores; Student Evaluation; Teaching Styles; Test Bias; Testing

IDENTIFIERS- *AIR Forum; *Final Examinations; Johnson County Community College KS

In an effort to balance common academic outcomes, as measured by common course finals, with faculty's individual teaching styles, Johnson County Community College (Kansas) mathematics faculty developed "core components" for 10 of the mathematics courses offered in Spring 1995. The core components were designed by faculty teaching each course, and were deemed essential elements of the course. Additionally, all faculty teaching each course agree to grade the core components identically and include assessment of them as part of course final examinations. The students' core component scores were then compared with their final grades. Results indicated a positive correlation between student scores on core components and course grades as a whole, suggesting that this approach could help in balancing common academic outcomes with instructional freedom without weakening academic standards. However, several other issues arose that require further study, including use of review questions on material covered in prerequisite courses, lower correlations in some courses, concern about the core components' ability to meet final exam objectives, possible bias in scoring, and potential for grade inflation. (Author/MSE)

ED 397 718 HE 029 318

Underwood, Susan J.; Underwood, David G.

Assessing Continuing Education: Difficult But Not Impossible. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Administrator Attitudes; Advisory Committees; *Continuing Education; Course Evaluation; Evaluation Criteria; Evaluation Methods; Higher Education; *Institutional Research; Models;

ED 397 736 HE 029 336

Schmidtlein, Frank A.; Taylor, Alton L.
How Graduate/Research Universities Deal with Strategic Issues. AIR 1996 Annual Forum Paper.
PUB DATE- 8 May 96
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Change Strategies; *College Planning; Financial Problems; Higher Education; Institutional Mission; Institutional Research; *Long Range Planning; *Organizational Change; *Organizational Objectives; Retrenchment; School Policy; *Strategic Planning
IDENTIFIERS- *AIR Forum; Cost Containment

This study examined major issues of restructuring and cost containment confronting graduate/research universities and the application of strategic planning to these issues. The study obtained data from a survey of administrators at 35 selected "Research I Universities" and site visits to six public and four independent universities at which approximately 150 administrators were interviewed. Seven of the ten universities visited had engaged in strategic planning. Universities were also engaged in various other processes to define their future directions such as assigning task forces to specific issues. Many interviewees emphasized the importance of having a "strategic vision" as distinguished from a strategic plan. The strategic planning processes typically provided a broad context for decision making; however, most operational decisions came from appointed committees and task forces addressing specific issues. None of the universities used their strategic planning processes as the immediate vehicle for identifying programs or departments for major reductions or elimination. A review of the literature on purposes of planning includes planning as a means to: acquire accurate information, interpret information and develop a vision, create a strategy for achieving a vision, implement a strategy, and obtain and allocate resources. (Contains 20 references.) (CK)

ED 397 737 HE 029 337

Stout, Robert J.
Community Attitudes about Economic Impacts of Colleges: A Case Study. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; *Community Attitudes; *Community Colleges; Economic Factors; *Economic Impact; Focus Groups; Higher Education; Institutional Research; *Private Colleges; School Business Relationship; School Community Relationship; Student Employment; *Taxes
IDENTIFIERS- *AIR Forum; Illinois (Rock Island County); *Impact Evaluation; Iowa (Scott County); Palmer College of Chiropractic

ED 397 754 HE 029 354

Robst, John; And Others

Female Role Models: The Effect of Gender Composition of Faculty on Student Retention. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; Affirmative Action; Females; Higher Education; Institutional Research; *Role Models; School Holding Power; Sex Differences; *Women Faculty

IDENTIFIERS- *AIR Forum

This study examined whether female college freshmen have higher first-year retention rates when a greater percentage of their classes are taught by female faculty, especially students in science, math, and computer science (SMC) courses. Data from the admissions, course, and student files at Binghamton University (New York) were analyzed over a 4-year period (1990-1993). Analysis using logit estimation was applied to three samples of students: all students, both men and women (N=6873); all students who took at least one SMC course (N=6381); and all students who took more than the sample average of their credits in SMC courses (N=3615). No role model effects were found when all courses taken by all female students were analyzed. However, a significant positive relationship was found between retention and the percentage of science, mathematics, and computer science courses taken by female students that were taught by women. Implications for gender-based affirmative action hiring programs are discussed. (Contains 26 references.) (DB)

ED 397 755 HE 029 355

Kelley, John M.; Fenner, Gary B.

Using Campus Climate Results To Improve Institutional Quality. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Change Strategies; College Faculty; Decision Making; Higher Education; *Institutional Research; *Organizational Climate; Organizational Development; Quality of Working Life; *Self Evaluation (Groups); *Surveys; Universities

IDENTIFIERS- *AIR Forum; *Villanova University PA

This paper summarizes a recent organizational climate survey conducted at Villanova University (Pennsylvania). The campus-wide project distributed questionnaires to all faculty and staff, both full-time and part-time (N=1800) and a 39 percent response rate was achieved. The survey measured perceptions of the following core processes and values: leadership, communication, collegial decision making, trust and respect, satisfaction, recognition, and sense of community. The origin

ED 397 772 IR 017 960

Simonson, Michael R., Ed.; And Others
Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (18th, Indianapolis, IN, 1996).
PUB DATE- 96
NOTE- 987p.; For individual papers, see IR 017 961-IR 018 037.
LANGUAGE- English
EDRS Price- MF07/PC40 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Computer Uses in Education; *Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; Information Technology; Instructional Design; Instructional Innovation; Learning Motivation; Research and Development; Teacher Education
IDENTIFIERS- *Association for Educational Communications Tech

This proceedings volume contains 77 papers. Subjects addressed include: image processing; new faculty research methods; preinstructional activities for preservice teacher education; computer "window" presentation styles; interface design; stress management instruction; cooperative learning; graphical user interfaces; student attitudes, interests, and motivation; effects of relevance on mental effort; hypertext computer-based instruction; image maps on the World Wide Web; virtual reality; computer simulation; instructional design; Internet-distributed college courses; instructional technology; case-based instruction; the social construction of knowledge; Gagne's theories; lifelong learning; use of music in multimedia design; electronic mail; hypermedia; history in educational technology; philosophy and educational research; student-centered learning; motivational screen design guidelines; multimedia software evaluation criteria; lesson structures; corporate education; hypertext in process writing instruction; teletraining; telecommunications for teacher professional development; technology resource teachers; cultural diversity; retention and depth-of-processing; feedback; art images and visual literacy on the World Wide Web; constructivist design; color in instructional multimedia; cooperative software; educational television; learning styles; and distance education. ERIC document (ED) numbers of previous proceedings, Research and Theory Division officers, and paper reviewers are listed, and a sample AECT membership application is provided. (AEF)

ED 397 773 IR 017 961

Appelman, Bob
The Effects of Congruency between Structural & Contextual Dominance in Image Processing.
PUB DATE- 96
NOTE- 27p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Graduate Students; Higher Education; *Information Processing; Instructional Effectiveness; *Observation; Perception; *Pictorial Stimuli;

ED 397 791 IR 017 979

Ely, Donald P.; Plomp, Tjeerd
Classic Writings on Instructional Technology.
PUB DATE- 96
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- roved their planning processes; consciously used ID processes in planning; (5) the crucial ele,Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Anthologies; *Books; Definitions; *Educational Technology; Foreign Countries; Higher Education; Information Technology
IDENTIFIERS- Authorship; *Compilations; Compilers; *Professional Literature

This paper describes the selection process of 17 articles for inclusion in the book, "Classic Writings on Instructional Technology." The book brings together original "classic" educational technology articles into one volume to document the history of the field through its literature. It is also an attempt to make available articles that traditionally have been difficult to obtain. The final selection of articles, all considered the "core" of the literature and all published in the United States, represents a combination of the compilers' personal favorites, the votes of professional colleagues, and the input of students who will be the intended audience. Each article is representative of the contribution made to the field of educational technology. A table of contents lists the articles contained in the book, organized by the following headings: (1) Definition and Conceptual Background; (2) Design and Development Functions; (3) Delivery Options; and (4) The Profession. (SWC)

ED 397 792 IR 017 980

Ertmer, Peggy A.; And Others
Students' Responses to Case-Based Instruction: The Role of Perceived Value.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Cognitive Style; Curriculum Design; Educational Strategies; Higher Education; *Instructional Effectiveness; *Learning Motivation; Learning Strategies; Professional Education; Relevance (Education); *Student Attitudes; *Teaching Methods; Veterinary Medical Education
IDENTIFIERS- Frustration; Informational Interviews

Although much of the pedagogical literature suggests otherwise, not all students find case-based instruction interesting and valuable or are confident learning from this method. This exploratory study examined how students responded to case-based

ED 397 810 IR 017 998

Land, Susan M.; Hannafin, Michael J.
Student-Centered Learning Environments: Foundations, Assumptions, and Implications.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Theories; Foundations of Education; Individualized Instruction; Instructional Design; Instructional Effectiveness; *Learner Controlled Instruction; Learning Activities; Student Interests; Student Needs; Success; Tables (Data)
IDENTIFIERS- Conceptual Models

Student-centered learning environments provide interactive, complimentary activities that enable individuals to address their unique learning interests and needs, examine content at multiple levels of complexity, and deepen understanding. This paper provides a brief overview of learning environments and identifies the foundations and underlying assumptions of learning environments. Learning environments are rooted in five foundations: psychological, pedagogical, technological, cultural, and pragmatic. The five foundations are functionally integrated in learning systems designs. The better integrated the foundations, the greater probability of success in the setting for which it is designed. Student-centered learning environments are rooted in several assumptions. These assumptions are based on a synthesis of empirical research, theory, and supporting examples and represent how the learner, knowledge, and structure of the environment are conceptualized. A table presents 11 assumptions and functions of student-centered learning environments. (Contains 17 references.) (AEF)

ED 397 811 IR 017 999

Lee, Sung Heum; Boling, Elizabeth
Motivational Screen Design Guidelines for Effective Computer-Mediated Instruction.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; Animation; Color; *Computer Assisted Instruction; Computer Graphics; Computer Uses in Education; *Design Preferences; *Educational Strategies; *Evaluation Criteria; Guidelines; *Motivation Techniques; *Screen Design (Computers); Sound Effects; Student Motivation
IDENTIFIERS- Compilations; Navigation (Information Systems); Typography

Screen designers for computer-mediated instruction (CMI) products must consider the motivational appeal of their designs.

ED 397 826 IR 018 014

Quinn, James; And Others
The Effects of Group and Task Structure in an Instructional Simulation.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Cooperative Education; Design Preferences; *Difficulty Level; Epidemiology; Feedback; Higher Education; Individual Instruction; *Instructional Design; Instructional Effectiveness; Problem Solving; Small Group Instruction; Teaching Methods; Undergraduate Students
IDENTIFIERS- Hypothesis Formulation; Manipulable Variables; Navigation (Information Systems); *Task Structure

A dilemma in designing computer simulations for instruction is how to provide a challenging exploratory environment and yet provide sufficient support so that students do not become lost. Directive support such as corrective feedback may detract from the exploratory quality of a simulation. Two methods of non-directive support are: (1) simplifying the initial presentation of the simulation by having the student manipulate only some of the variables; and (2) presenting the simulation problem to a small group rather than to individuals so that students may give each other feedback on their hypotheses and procedures. This paper examines the effect of both of these methods and their interaction upon undergraduate students solving a problem in a four variable computer simulation of the spread of an epidemic. Subjects were divided into four treatment groups working with varying complexity levels. In terms of instructional effectiveness, as measured by the percentage of students reaching a correct solution, a significantly greater proportion of subjects who worked individually reached the correct conclusion when the task was initially simplified. In contrast, a greater proportion of subjects who worked in groups reached the correct conclusion when presented with full initial complexity. Subjects performed significantly more simulation runs when they were presented fewer variables first and all of the variables later. This study suggests that when a complex, multi-variable simulation is presented, it may be preferable to present it to groups for solution rather than attempt to break it down into component parts. (Contains 17 references.) (Author/AEF)

ED 397 827 IR 018 015

Rezabek, Landra L.; Cochenour, John J.
Perceptions of the ID Process: The Influence of Visual Display.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 397 844 IR 018 032

Voithofer, R. J.
Mistaking Identities: Challenging Representations of Language, Gender, and Race in High Tech Television Programs.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Characterization; *Childhood Attitudes; Computers; Cultural Differences; Cultural Images; Elementary Secondary Education; *Language; *Mass Media Effects; Mass Media Role; Popular Culture; Programming (Broadcast); Racial Attitudes; Science Fiction; Sex Bias; Social Bias; *Stereotypes; Technological Literacy; *Television Viewing; Virtual Reality; Vocabulary
IDENTIFIERS- *Constructs; Examples; Identity Formation; Power

Television programs are increasingly featuring information technologies like computers as significant narrative devices, including the use of computer-based technologies as virtual worlds or environments in which characters interact, the use of computers as tools in problem solving and confronting conflict, and characters that are part human, part machine. The television programs include science fiction shows, commercials, and children's shows. Within the state-of-the-art worlds of these television programs are embedded representations, particularly linguistic ones, which inscribe simplified, compartmentalized, and encased conceptions of race, culture, gender, power, personal agency and identity. The program's depictions have consequences on the ways children situate their identities of race and gender, as well as personal and social agency; language limits and shapes, and specialized vocabulary can alienate and create a feeling of deficiency or "otherness" in young viewers. Languages spoken on high-tech television shows are by and large unnegotiated: young people must construct meanings themselves, as they cannot interact with the cartoon characters who use a great deal of computer terminology or directly challenge their use of language portrayals of gender or racial stereotypes. Often the stereotypes portrayed do not dovetail with the child's personal experience. A detailed analysis of portrayals in the popular children's television cartoon "ReBoot" illustrates the discussion. (Contains 16 references.) (SWC)

ED 397 845 IR 018 033

Wang, Yu-mei
E-Mail Dialogue Journaling in an ESL Reading and Writing Classroom.
PUB DATE- 96
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 397 863 JC 960 444

Townsend, Barbara K.; Bassoppo-Moyo, Sheila
The Ideal Community College Academic Affairs Administrator: An Inside View.
PUB DATE- Aug 96
NOTE- 14p.; Paper presented at the Annual Conference of the Southern Association for Community College Research (25th, Panama City, FL, August 5-7, 1996).
LANSUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Administrator Effectiveness; *College Administration; Community Colleges; Curriculum Design; Curriculum Development; *Job Skills; *Leadership Qualities; Two Year Colleges

In an effort to determine the necessary components of an effective higher education administration program, an exploratory study was conducted of practicing senior-level academic administrators regarding their perceptions of the knowledge, skills, and attitudes necessary for effective community college academic administration. An open-ended survey was distributed to a random sample of 160 two-year academic vice presidents or deans, receiving responses from 47% (n=76) and resulting in 308 codeable responses. Thirty-eight percent (n=23) of the respondents were female; 61% (n=37) had a doctorate degree; and 49% of those doctorate degrees were in higher education. Results indicated that the knowledge and skill area most frequently considered necessary was the need for contextual competence, or the understanding of the environment in which higher education administration is practiced. This area received 175 responses. Further, competence in communication received 105 responses, interpersonal competence 108 responses, and technical competence 105. The results of the study shed little light on necessary attitudes, other than one of openness and receptivity to change. Based on study findings, higher education doctoral programs should offer courses in budget and finance, college teaching, curriculum, computers and instructional technology, and group dynamics. A list of the competencies and attitudes included in the survey instrument is appended. (TGI)

ED 397 864 JC 960 451

Quanty, Michael B.; And Others
The Course-Based Model of Transfer Success: An Action-Oriented Research Paradigm.
PUB DATE- 6 Aug 96
NOTE- 13p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (25th, Panama City, FL, August 5-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Intercollegiate Cooperation; Models; *Prerequisites; *Program Effectiveness; Program Improvement; *Research Methodology; Research Needs; Two

ED 397 882 JC 960 483

Shoemaker, Connie L.
Results of Survey of Community College ESL Programs.
PUB DATE- Jun 96
NOTE- 6p.; Materials used in a presentation at the Annual Conference of NAFSA: Association of International Educators (48th, Phoenix, AZ, June 4-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *Community Colleges; Educational Practices; *English (Second Language); *Enrollment; Financial Support; Foreign Students; *Institutional Characteristics; National Surveys; Program Design; *Student Characteristics; Two Year Colleges

To gather background data for a workshop on English as a Second Language (ESL) instruction at community colleges, 180 colleges across the United States were surveyed regarding ESL programs and problem areas. Completed questionnaires were received from 34% of the colleges, representing 60 ESL programs in 13 states. Study findings included the following: (1) only 7 of the 60 programs were privately run, while more than half of the remaining college-funded programs were in departments other than English or Foreign Language; (2) 20% of the programs were intensive, offering 20 to 25 hours per week, while 51% were semi-intensive, offering 10 to 19 hours per week; (3) the number of students served per semester ranged from 6 to 3,000 at California's Orange Coast College; (4) 54 programs cited Asian cultures as one of their major groups, while 42 mentioned Hispanics; (5) 50 of the colleges indicated that they used a placement test, with in-house tests being the most common instruments used; (6) an average of only 32% of the teachers hired into the ESL programs were full-time; and (7) major problem areas cited by respondents included housing for international students, unwillingness of non-ESL faculty to adapt instructional methods to meet ESL students needs, the quality of advising, and funding. The survey instrument is appended. (BCY)

ED 397 883 JC 960 484

Gordon, June A.
Differential Advantages in an Innovative Community College Setting.
PUB DATE- Aug 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Minority Groups; Nontraditional Education; *Participant Characteristics; Program Effectiveness; School Holding Power; *Student Attitudes; *Student Participation; Team Teaching; Two Year Colleges; Two Year College Students
IDENTIFIERS- Seattle Central Community College WA

In 1984, Seattle Central Community College, in Washington, implemented the Coordinated Studies Program (CSP) in the humanities division of its transfer and liberal studies area. The CSP program involves interdisciplinary courses or seminars team taught by two to four faculty members from different areas of the college and involving an intense level of student

ED 397 901 JC 960 510

Lucas, John A.; Batzkall, Dianne
Study of Interior Design Current Students and Graduates. Volume XXIV, Number 7.
PUB DATE- Oct 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Education Work Relationship; Employment Patterns; *Expectation; Graduate Surveys; *Interior Design; *Outcomes of Education; Program Effectiveness; *Salaries; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

As part of a review of its Interior Design department, William Rainey Harper College in Illinois conducted a study of graduates and current students in fall 1994 to determine student goals, actual outcomes, and perceptions of program quality. Questionnaires were sent to 197 graduates from 1989 to 1994 and a sample of 250 current students; responses were received from 128 graduates and 169 current students. Study findings included the following: (1) while 34% of the current students expected to work in a small design firm, only 3% of the graduates were doing so; (2) conversely, while 29% of the students expected to develop their own business, 44% of the graduates had done so; (3) only 5% of the students expected to work in furniture sales, though 32% of the graduates worked in that area; (4) 82% of the current students took 1 or 2 interior design courses per semester, while 81% intended to earn an associate degree in interior design; (5) current students planning to work full-time in interior design expected to earn $24,000 per year, while the mean annual full-time salary for graduates was $26,300; and (6) with respect to their level of preparation, graduates felt best prepared for furniture sales, working with a small firm, and window treatment. The graduate and current student questionnaires are appended. (BCY)

ED 397 902 JC 960 511

Lucas, John A.; Soto, Linda
Follow-Up Study of Students Who Enrolled in Small Business Non-Credit Courses at Harper College. Volume XXIV, Number 8.
PUB DATE- Oct 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; *Business Education; Community Colleges; Marketing; *Program Effectiveness; School Registration; *Small Businesses; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

As part of a review of its Small Business Management courses and seminars, William Rainey Harper College in Illinois conducted a study of students currently enrolled in spring 1995 and students who had enrolled from fall 1993 to fall 1994 to determine the students' characteristics, the effectiveness of marketing efforts, and students' perceptions of program

ED 397 921 JC 960 548

Isonio, Steven
Reading Skills of Golden West College Students.
PUB DATE- Aug 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; Community Colleges; Course Evaluation; Longitudinal Studies; *Performance Factors; Pretests Posttests; *Reading Improvement; Reading Instruction; *Reading Skills; *Reading Tests; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Golden West College CA

To gather data on the level of students' reading skills, California's Golden West College conducted two studies. A longitudinal study examined results for the college's reading assessment test from 1991 to 1995, as well as the role that reading skills played in the success of students who took the assessment test and who were subsequently enrolled in one of nine college-level courses in Fall 1994, Spring 1995, or Fall 1995. This study found that students' average skill level did not change during the 5-year study period; that higher reading test scores were attained by continuing students and students who had taken more English classes in high school; and that there was a significant relationship between reading level and success for six courses, a weak relationship for one course, and no relationship for two courses. In the second study, a reading assessment test was administered to students enrolled in a critical reading skills course in fall 1995 and spring 1996 at the beginning and end of the semesters, while instructors also rated students' level of preparation and students rated the course's difficulty. This study found that of the 19 students who completed both the pre- and post tests, 15 showed gains and 4 showed declines in scores. The study also found the course level seemed to be too difficult for some and too easy for others, suggesting the need for additional course levels. Data tables are included. (BCY)

ED 397 922 JC 960 553

Nussbaum, Thomas J.
Evolving Community College Shared Governance To Better Serve the Public Interest.
PUB DATE- Jan 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Governing Councils; Community Colleges; Educational Cooperation; Educational Finance; Educational History; Educational Legislation; *Governance; *Governing Boards; *Government School Relationship; *Participative Decision Making; *Policy Formation; School District Autonomy; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended to stimulate improvements in shared governance in the California Community Colleges, this report outlines the evolution and current structures of shared governance at the local and system levels and provides recommendations for change

ED 397 941 PS 024 232

Bierschenk, Bernhard
Emergent Novelties in the Mentality of Dizygotic Twins.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cohesion (Written Composition); Comparative Analysis; Content Analysis; Educational Theories; Foreign Countries; *Twins; *Verbal Ability; *Writing Processes; Writing Skills
IDENTIFIERS- *Dizygotic Twins; Mental Skills; *Scanator; Sweden; Text Learning

Scanator is an extremely valuable tool in the functional analysis of qualitative stability in text building behavior during writing. Scanator also allows for a detailed investigation of subtle changes emerging in the structural relations of emergent novelties. This study focused on the extension of the application of Scanator to one pair of dizygotic (DZ) twins. Specifically, the study examined whether DZ twins differ in their mental structures as they construct text. The test material consisted of a series of pictures in which a baby is navigating a visual cliff--a sheet of glass between the child and its mother. Subjects wrote a 5-page essay in Swedish, rewrote the essay, constructed an abstract of the essay, then wrote the essay in English. The Scanator results did not indicate any systematic differences. A powerful effect was found in the cohesion of the produced verbal flows, but no such effect was evident in the elasticity of text volume flows. Contains 13 references. (Author/MDK)

ED 397 942 PS 024 243

Daley, Shannon P.; Pillow, Martha
Welcoming the Children. Videotape.
PUB DATE- 94
NOTE- Based on the book "Welcome the Child: A Child Advocacy Guide for Churches," see PS 024 245.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Change Strategies; *Child Advocacy; Child Caregivers; *Childhood Needs; *Churches; *Church Role; Day Care; Resource Allocation; Social Action; Study Guides; Videotape Recordings

Designed for use in conjunction with the book "Welcome the Child: A Child Advocacy Guide for Churches" (PS024245), this video and study guide show how local congregations are making a difference addressing urgent needs of children by using their own resources and in partnership with other groups. The print study guide details steps for a session--which would include use of the video--to teach a congregation about the need for child advocacy action and how to devise and implement such action. The video tape details a strategy for child advocacy with the following steps: (1) assess human, physical, and financial resources; (2) identify needs; (3) match needs and resources; (4) build partnerships; (5) raise awareness; and (6) educate for action using specific goals. The video's step-by-step teaching format is enhanced by interviews with child

ED 397 960 PS 024 333

McNamee, Abigail S.
Women and War, Children and War: Stretching the Bonds of Caregiving.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Role; Child Development; Children; Emotional Experience; Mass Media Effects; Posttraumatic Stress Disorder; Social Environment; *Stress Variables; *War; World War II
IDENTIFIERS- Historical Background; Northern Ireland; Resilience (Personality); Traumas

Many things stretch the bonds between caregiver and child, such as war, stress, and trauma. This paper reviews the literature on children who are in direct contact with war or indirect contact with war through television or others' conversations. It also describes the effects of war on children and their families, and children's psychological response. The introduction discusses the effects of war on women and caretaking, how children create for themselves the illusion of safety, and how stress or trauma disrupt those illusions. This section also provides a rationale for the literature review. The next sections review the literature on children as passive victims of war and as active/warrior victims of war. The paper frequently quotes from Anna Freud and Dorothy Burlingham's "War and Children," a book written on the psychoanalytic understanding of children, and presents a discussion of the authors' viewpoints and the importance of their work. The lives and work histories of Freud and Burlingham are also described. The paper also discusses the work of many other early childhood educators, such as Ernst Papanek's work on children's fears, Mass's work on the psychology of young adults, Heinicke and Westheimer's study on children who are separated from parents, and Morris Fraser's writing on children's response to disaster. The paper's conclusion touches on resilience and the long-term effects of war on children. This section also notes that the point of understanding the works of Freud and Burlingham and others related to child caregiving is to work harder in public life to prevent war and in private life to maintain the illusion of safety. Contains 25 references. (MOK)

ED 397 961 PS 024 334

McNamee, Abigail S.
Ecological Caring: A Developmental Perspective on the Person/Environment Relationship.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attachment Behavior; Child Development; *Ecological Factors; *Ecology; Environmental Education; Ethics; Interpersonal Competence; *Physical Environment
IDENTIFIERS- Caring; Environmental Attitudes; *Relationship Enhancement

Ecology is the relationship between persons and their

ED 397 978 PS 024 435

Bika, Anastasia
Redefinition of Space and Equipment in the Kindergarten and Involving the Children in the Process of Designing.
PUB DATE- Sep 95
NOTE- 15p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Design; Classroom Environment; Classroom Furniture; Cognitive Development; Educational Equipment; Foreign Countries; *Kindergarten; Preschool Children; Primary Education; Ratios (Mathematics); Scientific Concepts; *Space Utilization
IDENTIFIERS- Brook (Peter); Bruner (Jerome S); Frangos (C); Greece (Thessaloniki); Piaget (Jean); *Size Estimation; Vygotsky (Lev S)

This research examined the extent to which 2.5- to 5-year-old children in three Kindergarten classrooms in Thessaloniki, Greece could be taught about the use of classroom space and equipment. The study combined the theoretical perspectives of Piaget, Vygotsky, Bruner, and Frangos with the views of theater director Peter Brook. Mixed-age groups of children participated in play sessions where they drew each others' body outlines in various postures on white paper. Children then placed the cutout body outlines next to architectural or equipment features of the classroom. Observations and comparison were made between children and between child and doors, for example. The researcher placed reproductions of daVinci's drawing "Proportion of the Human Figure," Dreyfuss' drawings of male and female children, and other drawings on the walls as examples to show how the human body may be used to judge the size of objects in comparison with its size. The researcher answered children's questions and recorded their spontaneous comments. The researcher also had a play-dialogue with children regarding table and chair size differences between adults and children. Results indicated that: (1) preschoolers are capable of receiving scientific knowledge through personal discovery of basic concepts; (2) children have vague ideas about space but these ideas can become concrete after dialectical instigation; (3) kindergarten teachers' participation in discussing space was limited, although they were positive toward the research; (4) parents' response to the research was hesitant; and (5) equipment should be designed using both adult and child criteria. (KDFB)

ED 397 979 PS 024 438

Hadeed, Julie; Sylva, Kathy
The Effects of Educational or Care Orientation in Day Care on Children's Developmental Progress in Bahrain.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Comparative Analysis; Foreign Countries; Longitudinal Studies; *Outcomes of Education; *Preschool Children; *Preschool Curriculum; *Preschool

ED 397 995 PS 024 615

Years of Promise: A Comprehensive Learning Strategy for America's Children. The Report of the Carnegie Task Force on Learning in the Primary Grades.
PUB DATE- Sep 96
NOTE- 186p.; For the Executive Summary only, see PS 024 616; the Executive Summary is also included in this report.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Childrens Television; *Early Childhood Education; Economic Factors; Economic Impact; *Educational Improvement; *Educational Planning; Educational Policy; *Educational Practices; Educational Quality; *Educational Research; Educational Resources; Educational Responsibility; Educational Strategies; Educational Technology; Employment Potential; Resource Allocation; School Community Relationship; School Effectiveness; *Underachievement; World Affairs
IDENTIFIERS- *Carnegie Corporation of New York; Childrens Television Act 1990; National Assessment of Educational Progress

In 1994 the Carnegie Corporation of New York convened the Carnegie Task Force on Learning in the Primary Grades to examine all the forces that contribute to children's learning and development during the age span from 3 to 10. The 33-member group of business and political leaders, scientists, educators, researchers, and practitioners conducted extensive reviews of research and programmatic experience, made site visits to 60 programs in 30 communities throughout the United States, and engaged in formal hearings and informal discussions with parents, teachers, administrators, and community leaders. There were four major findings: First, the majority of U.S. schoolchildren are achieving well below the levels they should be attaining. Second, it is entirely feasible to reverse the widespread pattern of educational underachievement among elementary school children. Third, enough is known about effective policies and practices in all the key learning institutions for each to take immediate steps to improve results for children toward the goal of upgrading education for all. Fourth, the frontline institutions must reach beyond their traditional isolation from each other and coordinate their efforts so that children's learning and healthy development are reinforced from every side. The Task Force recommended a five-point program as follows: (1) promote children's learning in families and communities; (2) expand high-quality early learning opportunities; (3) create effective elementary schools and school systems; (4) promote high-quality children's television and access to other electronic media; and (5) link the key learning institutions into a comprehensive, coordinated education system. Eight appendices contain information about consultants, papers, presenters, participants, public hearings, meetings, visitation sites, and task force members. The final section contains notes and references organized by chapter. (AA)

ED 397 996 PS 024 616

Years of Promise: A Comprehensive Learning Strategy for America's Children. The Report of the Carnegie Task Force on Learning in the Primary Grades. Executive Summary.
PUB DATE- Sep 96
NOTE- 24p.; For full report, see PS 024 615.

ED 398 012 RC 020 666

Burhansstipanov, Linda, Comp.; Barry, Kathleen Cooleen, Comp.
Cancer Education Resources for American Indians and Alaska
Natives. Supplement to Native American Monograph No. 1:
Documentation of the Cancer Research Needs of American Indians
and Alaska Natives.
PUB DATE- Jan 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indians; *Cancer; *Culturally Relevant Education; Disease Incidence; Health Education; *Health Materials; Health Promotion; Nutrition; Physical Health; *Prevention; Readability Formulas; Resource Materials; Smoking
IDENTIFIERS- *Native Americans

This directory provides information on cancer education materials that have been developed specifically for American Indians and Alaska Natives. The goal is to develop and implement culturally appropriate cancer prevention and control programs for Native Americans. The directory includes a matrix of cancer education materials that identifies resources for a particular audience or cancer site. In this matrix, the 52 titles are arranged in alphabetical order and include information on the format, readability rating, applicable cancer sites, target audience, cultural/ethnic audience, and whether the item focuses on diet. The remainder of the directory provides additional information on each entry, including the title, producer, publication date, availability, format, target audience, content description, and readability rating. Formats include leaflets, fact sheets, pamphlets, booklets, books, posters, videotapes, and other materials. Included are instructions and a worksheet for determining readability ratings, and an index that arranges titles by producer or distributor. (LP)

ED 398 013 RC 020 667

Alderete, Wara, Ed.; And Others
Daughters of Abya Yala: Native Women Regaining Control.
PUB DATE- 92
NOTE- 127p.; Photographs will not reproduce adequately. Cover title: "Daughters of Abya Yala: Indigenous Women Regaining Control."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; American Indians; Child Health; Civil Liberties; Colonialism; *Community Action; *Community Leaders; Conservation (Environment); Cultural Maintenance; Educational Needs; *Females; Foreign Countries; *Indigenous Populations; *Latin Americans; Mothers; Organizations (Groups); Parents as Teachers; Personal Narratives; Politics; Self Determination; Sex Discrimination; Sex Role
IDENTIFIERS- *Womens Organizations

This book compiles testimonies of the struggles, everyday life, and accomplishments of Indian women from Central and South America. Following an introduction to the increasing role of Indian women in international forums and indigenous organizations, the words of individual women describe the

ED 398 029 RC 020 685

Raiola, Ed
Practice and Perspective: Two Views of Experiential Education.
PUB DATE- 95
NOTE- 14p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Educational Philosophy; *Experiential Learning; Intellectual Development; Intelligence; *Learning Theories; *Role of Education
IDENTIFIERS- *Kelly (Earl C); *Krishnamurti (Jiddu); World Views

The ideas and practices of two philosopher-educators and their implications for experiential education are surveyed. Earl Kelley holds that learning is not a matter of acquisition and acceptance, but a result of process and subject to continuous modification. He maintains that the educational system disregards and impedes the learner's purpose. He proposes that students learn, without coercion, in accordance with their own purposes (or needs) and experiences. The experiential learning process begins with perception and purpose, moves to experience, and then proceeds to thought and value, which results in knowledge or learning. Education is growth that enables the whole organism to become more competent to cope with life. For Jiddu Krishnamurti, the categorization process by which we attempt to establish reality as a series of facts is not learning, but a distortion of learning. The function of education and learning is to create human beings who are integrated and intelligent. Intelligence is the transcendent mind, which can perceive the wholeness of something in a more spiritual sense. Knowledge is that body of data that comprises our rational picture of the world and how to live in it. Krishnamurti cautions us about education systems that focus too exclusively on the building up of knowledge at the expense of cultivating the larger mind, or intelligence. The highest function of education is to bring about an integrated learner who is capable of dealing with all aspects of life. (Contains 17 references.) (TD)

ED 398 030 RC 020 686

Millan, Deborah A.
Field Trips: Maximizing the Experience.
PUB DATE- 95
NOTE- 24p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Curriculum Enrichment; Elementary Education; *Experiential Learning; *Field Instruction; *Field Trips; Foreign Countries; Guidelines; Incidental Learning; Outdoor Education; *Planning
IDENTIFIERS- *Trip Planning

This chapter examines, from a teacher's perspective, 10 factors that contribute to the success of a field trip. Trip facilitation and content are addressed in the following guidelines: (1) addressing the concerns of all stakeholders in a politically astute manner can eliminate barriers to a

ED 398 047 SE 056 983

Greenman, Joel
Math Power: Next Generation Strategies and Information, for "Success" in the Study of Mathematics.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Selection (Students); Higher Education; *Mathematical Concepts; *Mathematics Instruction; Problem Solving; Study Habits; *Study Skills

This book was developed to answer those questions and concerns most often on the minds of students during a mathematics class. It offers them insight from an instructor's viewpoint on how to increase their probability of success in a mathematics course. It is intended to approach the learning of mathematics through both motivating students and giving them insights into mathematics. Chapters include: "A Brief Look at Mathematical Historical Development"; "A Strategy for Success"; "Choosing the Right Math Course"; "Selecting an Instructor"; "The Textbook Purchase"; "Reading Your Math Textbook"; "Using an Alternative Textbook"; "Attending the First Class"; "Attending Lectures"; "Taking Effective Notes"; "Asking Questions in Class"; "Study Groups"; "Doing Your Homework Assignments"; "Preparing for and Taking a Test"; "Mathematical Problem Solving"; "When You Need to Get a Tutor"; "Choosing the Right Tutor"; "Abstraction vs. Distraction"; "Thinking Mathematics"; and "Mathematics in the Professions". (MKR)

ED 398 048 SE 057 038

Bonnet, Robert L.; Keen, G. Daniel
Environmental Science: 49 Science Fair Projects. Science Fair Projects Series.
PUB DATE- 90
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Elementary Secondary Education; Environmental Education; Recycling; Science Activities; *Science Fairs; *Science Projects; Soil Science; *Student Projects

This book contains 49 science fair projects designed for 6th to 9th grade students. Projects are organized by the topics of soil, ecology (projects in habitat and life cycles), pests and controls (projects in weeds and insects), recycling (projects in resources and conservation), waste products (projects in decomposition), microscopic organisms, and man and the environment. Each project begins with an overview of the subject, suggestions for a possible hypothesis, a materials list, procedures, data gathering and organizational direction, and controls. Contains a resources list, glossary, and index. (MKR)

ED 398 049 SE 057 548

ED 398 069 SE 058 730

Elliott, Portia C., Ed.; Kenney, Margaret J., Ed.
Communication in Mathematics, K-12 and Beyond. 1996 Yearbook.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Communication; Elementary Secondary Education; *Mathematics Instruction; *Teaching Methods; Verbal Communication
IDENTIFIERS- *Mathematical Communication

This book contains ideas for teachers facing the challenges of turning their classrooms and schools into "discourse communities." The yearbook is divided into four sections. Part 1 (chapters 1-3) sets the stage by considering the challenges inherent in shifting directions of discourse. Part 2 (chapters 4-21) focuses on establishing discourse communities within the classroom. Part 3 (chapters 22-25) moves the discourse discussion outside the K-12 arena. Finally, Part 4 (chapters 26-28) focuses on the role of language in mathematics discourse. Chapters include: (1) "Communication--An Imperative for Change: A Conversation with Mary Lindquist" (M. M. Lindquist & P. C. Elliott); (2) "Diverse Communications" (D. Pimm); (3) "Building Discourse Communities in Mathematics Classrooms: A Worthwhile but Challenging Journey" (E. A. Silver & M. S. Smith); (4) "Meaningful Communication among Children: Data Collection" (S. Folkson); (5) "The Link Sheet: A Communication Aid for Clarifying and Developing Mathematical Ideas and Processes" (M. Shield & K. Swinson); (6) "Using Multiple Representations to Communicate: An Algebra Challenge" (L. P. McCoy, T. H. Baker, & L. S. Little); (7) "Algebraic Thinking, Language, and Word Problems" (W. W. Esty & Anne R. Teppo); (8) "Communicating the Mathematics in Children's Trade Books Using Mathematical Annotations" (P. A. Halpern); (9) "Fostering Metaphorical Thinking through Children's Literature" (D. J. Whitin & P. E. Whitin); (10) "Using Reading to Construct Mathematical Meaning" (M. Siegel, R. Borasi, J. M. Fonzi, L. G. Sanridge, & C. Smith); (11) "Communicating Mathematics through Literature" (R. Narode); (12) "Talk Your Way into Writing" (D. Huinker & C. Laughlin); (13) "Try a Little of the Write Stuff" (P. A. House); (14) "Developing and Assessing Mathematical Understanding in Calculus through Writing" (J. O. Masingila & E. Prus-Wisniowska); (15) "Is Anybody Listening?" (S. E. B. Pirie); (16) "Developing Problem-Solving Behaviors by Assessing Communication in Cooperative Learning Groups" (A. F. Artzt); (17) "Using Technology to Enhance Communication in Mathematics" (A. E. Barron & M. C. Hynes); (18) "The Role of Open-Ended Tasks and Holistic Scoring Rubrics: Assessing Students' Mathematical Reasoning and Communication" (J. Cai, S. Lane, & M. S. Jakabcsin); (19) "Mathematical Communication in Students' Responses to a Performance-Assessment Task" (D. Peressini & J. Bassett); (20) "Communication Processes in Mathematical Explorations and Investigations" (C. Greenes & L. Schulman); (21) "Embedding Communication throughout the Curriculum" (H. L. Schoen, D. L. Bean, & S. W. Ziebarth); (22) "Children, Teach Your Parents Well: Communication in Mathematics between Home and School" (A. Hart, M. Smyth, K. Vetter, & E. Hart); (23)

ED 398 091 SO 026 308

Webster, Jerry W.
A Curriculum Guide for Rudolfo A. Anaya's "Bless Me, Ultima."
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cultural Background; Cultural Education; Culture; Ethnic Groups; *Folk Culture; Foreign Countries; Latin American Literature; *Mexican American History; *Mexican American Literature; *Mexican Americans; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Anaya (Rudolfo A); Bless Me Ultima; *Mexico

This unit provides relevant material for teaching Rudolfo Anaya's "Bless Me, Ultima." This material gives the classroom teacher the opportunity to focus more deeply on the teaching of Anaya's work, especially in the areas of Mexican history and folklore on which the book is based. Objectives for "Bless Me, Ultima" include: (1) students will gain familiarity with aspects of Mexican history and folklore related to the novel; (2) students will gain familiarity with rural Chicano life in the southwestern United States at the middle of the 20th century; and (3) students will gain familiarity with the concept of archetypes, both literary and cultural. Introductory notes briefly describe Anaya's life, early influences on his writing, and related history. Chapter notes are included to accompany the reading of the novel. (Contains 20 references.) (Author/EH)

ED 398 092 SO 026 309

Chamberlain, Lili A.
Bringing Mexican Culture to the Spanish Language Classroom.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Culture; Ethnic Groups; *Ethnic Studies; Foreign Countries; Geography; Latin Americans; *Literature; *Mexicans; Secondary Education; Social Studies; *Spanish; *Spanish Speaking
IDENTIFIERS- *Mexico

This curriculum project offers ways to teach students about Mexico to make the country come alive for them. The curriculum is designed to create avenues for third-year Spanish students to practice the following language skills: reading, writing, listening, and speaking. The lessons included can be adapted for other-level students. There are four units in this project, including: (1) "Geography"; (2) "The Day of the Dead"; (3) "Mexican History"; and (4) "Artists and Writers." Since this project was developed for higher level Spanish classes, the 10 handouts are written in Spanish. Contains an extensive bibliography of the books, articles, and videos that were helpful in developing this project about Mexico. (EH) groups. Findings indicate that mothers used different techniques depending on the child's age to elicit children's participation in narrative discourse. Study 1 examined micro-level aspects of parental styles and found that mothers of 4-year-old children were more likely to use a particular discourse device to preface topic-extension. Study 2 used a speech act coding system and revealed that mothers of 4-year-old children requested more evaluation from their children in comparison to mothers of 5-year-old children. Across the two age groups, maternal requests for information about actions during narrative elicitation were found to be negatively associated with children's statements about actions in their monologic narrative productions. Yet positive correlations were noted in quantity and variety of words used by the children and duration of talking turn. Overall, a close relationship was found between maternal patterns of narrative elicitation and children's developing narrative skill. (Contains 36 references.) (Author/NAV)

ED 397 661 FL 023 973

Musthafa, Bachrudin; Sundayana, Wachyu
Teaching EFL Learners Sociolinguistic Concepts for Intercultural Understanding.
PUB DATE- Sep 93
NOTE- 15p.; The journal covers English education in Indonesia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Training; Educational Strategies; *English (Second Language); *Intercultural Communication; *Language Patterns; Nonverbal Communication; Second Language Instruction; Sociolinguistics; Stereotypes

An approach to English-as-a-Foreign-Language (EFL) teaching that helps students prepare for intercultural communication is described, drawing on the literature of second language learning and intercultural communication. First, potential barriers to intercultural understanding are examined, including the culture-bound nature of communication, language differences, misinterpretation of nonverbal cues, and preconceptions and tendency to evaluate. Communicating in English is particularly difficult for some because of the complexity and unfamiliarity of its conventions. Seven sociolinguistic concepts that can facilitate intercultural understanding are enumerated and their application to classroom teaching is discussed briefly. A review of current approaches to the teaching of sociolinguistic concepts follows, including academic, observational, media-based, experiential, and cognitive approaches. Finally, a method for integrating these concepts through a variety of activities for EFL learners is suggested. Contains 30 references. (MSE)

ED 397 662 FL 023 979

Mann, Charles C.
Anglo-Nigerian Pidgin in Nigerian Education: A Survey of Policy, Practices and Attitudes.
PUB DATE- 96
NOTE- 14p.; In: Hickey, T. and Williams, J., Eds. Language, Education and Society in a Changing World. Clevedon, Avon: IRAAL/Multilingual Matters, 1996. p93-106.

and most frequently used lingua franca in Nigeria today, its social prestige and credibility as a language in its own right have not been significantly enhanced. The sociopsychological resistance it is encountering, partly attributable to its history of subjugation, is better explained by the absence of formalization and political recognition in language planning. It is also suggested that the sociolinguistic survival of ANP is not assured, particularly if the political context in Nigeria were to change. Contains 31 references. (MSE)

ED 397 681 FL 024 008

Mann, Charles C.
Choosing an Indigenous Official Language for Nigeria.
PUB DATE- 90
NOTE- 13p.; In: "Language and Nation," British Studies in Applied Linguistics, 1990, p91-103.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Languages; Colonialism; English; Foreign Countries; French; Hausa; Igbo; *Indigenous Populations; *Intercultural Communication; *Language Planning; *Language Role; *Official Languages; Pidgins; Policy Formation; *Public Policy; Uncommonly Taught Languages; Yoruba
IDENTIFIERS- Anglo Nigerian Pidgin; *Nigeria

A discussion of the choice of official languages in Nigeria first gives an overview of the current language situation in Nigeria, particularly of indigenous language usage, sketches the history of English, French, and Anglo-Nigerian Pidgin (ANP) both before and after independence, outlines the main proposals for language planning, and draws some conclusions about possible directions to be taken. Sociolinguistic profiles of the main languages (English, ANP, Hausa, Yoruba, and Ibo) are presented in both narrative and chart form, and include information about: their status in education at all levels; usage in international, national, and sub-regional contexts; presence/absence of standard orthography, linguistic research, and established literature; cultural, national, and social identity and social prestige; use in national and foreign media, business, and commerce; and role in parliament, political campaigns, religious preaching, and courts of justice. Each language is given a score based on its profile characteristics. It is argued that while English can not be replaced, realistically, in the near future with another official language, an effort should be made to find an indigenous language alternative for the long term. Establishment of a national language commission is encouraged and a structure is outlined. Contains 18 references. (MSE)

ED 397 682 FL 024 009

Tschoumy, Jacques-Andre
Les langues, dites, nationals, hors de leur territoire (So-Called National Languages outside Their Territory).
PUB DATE- Dec 95
NOTE- 36p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Change Strategies; Cultural Pluralism; Foreign Countries; Futures (of Society);

Pregent, Richard
Charting Your Course: How To Prepare To Teach More Effectively.
PUB DATE- 94
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Descriptions; *Course Objectives; Curriculum Development; Educational Environment; Group Discussion; Group Dynamics; Higher Education; Instructional Materials; Lecture Method; Measurement Techniques; Models; *Planning; Self Evaluation (Individuals); Student Educational Objectives; *Student Evaluation; *Teacher Effectiveness; Teacher Improvement; *Teaching Methods; Testing
IDENTIFIERS- *Course Development

This book presents a systematic approach to developing a new college course involving, first, global analysis; second, thought, planning, and methodical preparation; and, third, evaluation of results. Chapter 1 recommends that the teacher examine the conditions of the teaching situation including reasons for the course, resources available, and student characteristics. Chapter 2 advises on formulating course objectives at various levels stressing their fundamental role in course planning and implementation. Chapter 3 considers planning how to evaluate learning, noting the formative and summative roles of evaluation. It describes several evaluation instruments, suggesting criteria for choosing instruments, and offering practical advice on developing, administering, and correcting exams. Chapter 4 addresses teaching methods (organized into lecture methods, discussion or group methods, and individual methods) and offers selection criteria. Chapter 5 considers teaching materials, analyzes the relative pedagogical impact of various materials, and offers advice on correctly using each type of material. Chapter 6 discusses detailed planning of different learning activities using the course syllabus, the course outline, and the lesson plan. Chapter 7 examines the lecture method and presents a general model for lectures. Chapter 8 focuses on group dynamics and group discussion techniques. Finally, Chapter 9 proposes two means of formally evaluating one's own teaching. (Contains 118 references.) (CK)

ED 397 701 HE 029 283

Weimer, Maryellen; And Others
How Am I Teaching? Forms and Activities for Acquiring Instructional Input.
PUB DATE- 88
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; Feedback; Higher Education; Instructional Effectiveness; *Instructional Materials; *Peer Evaluation; Questionnaires; *Records (Forms);

Program Effectiveness; *Program Evaluation; School Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *AIR Forum; *South Carolina Technical College; Southern Association of Colleges and Schools

In an effort to meet the accrediting criteria of the Southern Association of Schools and Colleges, South Carolina Technical College undertook a comprehensive external evaluation of its continuing education program. Both process and products associated with the continuing education program were assessed using newly-generated and existing data. Additionally, a practical model of program evaluation was developed to ensure that the institution would continue to meet accrediting requirements. The process used in developing the model included a survey of faculty and administrators, a sampling of course evaluations, analysis of qualitative information in the institution's database, and examination of advisory committee meeting minutes. The resulting model includes these components: establishment of mission, goals, and standards and continual documentation of related meetings; determination of at least one outcome standard for each goal; assessment of program effectiveness in terms of these standards, based on the above process; implementation of needed changes; and review of the mission, goals, and standards. It is concluded that the model offers a well-rounded and thorough approach to assessment satisfactory to any accrediting body. (Contains 10 references.) (Author/MSE)

ED 397 719   HE 029 319

Carey, Karen; Glander, C. Lynn
Multiple-Campus Assessment of General Education: A Course-Embedded Approach. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Core Curriculum; *Course Evaluation; *Curriculum Development; Evaluation Methods; General Education; Higher Education; *Institutional Research; Interdisciplinary Approach; *Learning Modules; *Multicampus Colleges; *Program Evaluation
IDENTIFIERS- *AIR Forum; University of South Carolina

The University of South Carolina is using assessment to bring about academic change in general education at several levels: the individual student; system-wide courses; and the entire general education program. The approach uses both qualitative and quantitative data, and has enabled faculty to collaborate both across disciplines and all eight campuses to re-conceptualize general education and within disciplines, across campuses to develop instructional modules that integrate assessment within general education courses. The process also shows potential for responding to external mandates, such as those from regional accrediting agencies, the state coordinating board, and legislative initiatives, in a way that maintains faculty ownership and educational integrity. Faculty development and participation were important components of the process used. Focus was on introductory courses in English, history, mathematics, and biology because of their placement within the core curriculum requirements for all campuses. The 3-

IA; Scott Community College IA

This study examined attitudes of people about benefits of the economic impacts of two local colleges (Palmer College of Chiropractic and Scott Community College) in the metropolitan Quad Cities area of Rock Island County (Illinois) and Scott County (Iowa). The study compared impacts considered important by the community with those estimated by the majority of economic impact studies. Data were collected using focus group interviews of two sets of representatives of the local chambers of commerce, city and county governments, and the general public. Both groups felt that purchases from local businesses made by the colleges, their faculties, students and visitors were economic impacts of primary importance. Economic impacts of secondary importance included the colleges' ability to attract new businesses to the community, employee training provided by the community college, the inflation of prices for rental housing, the community college's role in retaining young people in the area, the costs of providing government services to the colleges and people affiliated with them, college-related taxes received by local governments, income from college-related jobs, foregone revenue due to the colleges' tax-exempt status, availability of college students as part-time employees for local businesses, and the colleges' nonmonetary investment benefits. It is concluded that knowledgable people have firm opinions about the economic contributions of colleges and universities, absent any economic impact studies or public relations efforts. (Contains 3 figures, 2 tables, and 10 references.) (CK)

ED 397 738　　　　HE 029 338

Stokes, Kevin

The Local Impact of Higher Education. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 35p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; *Econometrics; Economic Factors; *Economic Impact; Higher Education; Institutional Research; *Knowledge Level; *Metropolitan Areas; Private Colleges; Public Colleges; *School Community Relationship; *Socioeconomic Influences; Urban Universities

IDENTIFIERS- *AIR Forum; Impact Evaluation

This paper classifies the university economic impacts on a local community into their short- and long-term effects. The study then offers a classification scheme of university communities by the size of their regions and by their influences. Next, the paper suggests ways that economic impacts vary across university types and describes and critiques examples of short- and long-term studies that have been done. The local expenditure impact of a university is immediately noticeable. Knowledge impacts affect the community over a longer term. The extent of the economic impact of a college or university is related to the range of its influence and the character of the community in which it is located. Institutions in college towns have large regional expenditure and small knowledge impacts; metropolitan schools with regional reputations have small expenditure and large knowledge impacts. Economic impact studies previously done include income expenditure studies, of the survey as well as its technical development and dissemination are discussed. Several issues arising from various stakeholder perspectives are addressed including anonymity of responses, multiple survey versions versus a single version, and identification of organizational units. Special attention is paid to the use of survey results in making specific improvements and enhancing the University's operations. A case example of how survey results are being used to improve the financial affairs unit is outlined. The survey is attached. (DB)

ED 397 756 HE 029 356

Pashiardis, Petros
Towards Effectiveness: Campus Climate at the University of Cyprus. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; College Administration; College Faculty; *Employee Attitudes; Foreign Countries; Higher Education; Information Needs; *Institutional Research; Needs Assessment; *Organizational Climate; Participative Decision Making; Quality of Working Life; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *University of Cyprus

This study examined organizational climate at the University of Cyprus 4 years after its establishment in order to obtain the perceptions of employees and promote more open and constructive communication among faculty, clerical and professional staff, and the university leadership. The Personal Assessment of the University Climate Survey was administered and completed by 150 college employees, 131 full-time faculty and 72 administrators. The method of "gap analysis" was used to find the areas with most need for improvement. The study found that the greatest needs were: (1) wider dissemination of information across the institution; (2) more effective interaction of the leadership with faculty and administrative personnel; (3) more use of group problem solving methods and techniques across and within departments and administrative services; and (4) more need for feedback on their work from both faculty and administrative staff. Evidence that organizational climate exerts a significant effect on organizational performance suggests urgency in addressing these areas of need. (Contains 47 references.) (DB)

ED 397 757 HE 029 357

Smart, John; And Others
The Roles of Institutional Cultures and Decision Approaches in Promoting Organizational Effectiveness in Two-Year Colleges. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Visual Aids; *Visual Literacy
IDENTIFIERS- *Image Analysis; Indiana University; *Visual Communication

In an instructional message the contextual dominance is most often conveyed in the form of printed or spoken sentences. Within any sentence used in conjunction with a picture are nouns or phrases that directly relate to contextual elements within the picture. These are called referents since they refer to objects perceptible in the picture. This study varied the dominance of referents used in a number of sentences and compared the patterns of subsequent observations of 15 pictures. The goal was to identify structural and/or contextual elements that stimulated consistent patterns of observation. Subjects were 21 students in a graduate class in research design at Indiana University. Thirteen subjects across 2 experimental groups received events with the same sequence of images, the verbal context being the only difference between groups. The other eight subjects made up a third control group exposed to images only. The study illustrated that when the structural dominance of an image is strong, an individual viewing this image will initially attend to the elements contributing to structural strength rather than to those which are contextual. (Contains 143 references.) (AEF)

ED 397 774 IR 017 962

Baker, Molly Herman; And Others
Establishing a Research Agenda of New Faculty.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Cooperation; Doctoral Dissertations; *Faculty Publishing; Guidelines; Higher Education; *Researchers; Research Methodology; Research Needs; Research Problems; *Research Projects
IDENTIFIERS- Agendas; *Faculty Research; Personal Effectiveness

In this paper, a panel of four new faculty discuss the challenges they have faced and the lessons they have learned in attempting to create a research agenda for themselves. To provide a point of reference, brief biographical sketches are provided of the panel members and the responder. The panelists' comments are provided on several principal topics and recommendations that emerged: (1) build skills and one research focus through the dissertation; (2) choose an institution/environment that fits your interests; (3) at first, watch for research problems and resources as you deal with the onslaught of demands; (4) select research projects from these identified possibilities and resources; (5) seek out others to collaborate with on research projects; and (6) develop discipline for writing. Additional comments are included from one of the panelists on the social responsibility, politics, goals, methods, and practical steps that go with establishing a research agenda. (AEF)

ED 397 775 IR 017 963

Bassoppo-Moyo, Temba C.
The Effects of Preinstructional Activities in Enhancing Learner

instruction by exploring similarities and differences among nine students' experiences in a case-based biochemistry course. Nine first-year veterinary students were interviewed three times during the semester to explore their initial and changing responses to case-based instruction. Patterns of responses which emerged during the analysis revolved around changing levels of motivational challenge, frustration, and perceived relevance and stimulation of the method. Implications for the development and use of case studies in professional education programs are discussed. (Contains 11 references.) (Author/SWC)

ED 397 793 IR 017 981

Farquhar, John D.; And Others
The Internet as a Tool for the Social Construction of Knowledge.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Electronic Mail; Higher Education; Instructional Design; Instructional Effectiveness; *Internet; *Interpersonal Communication; *Teaching Methods; World Wide Web
IDENTIFIERS- Experts; Listservs; Multimedia Technology; Situated Learning; Training Materials

The use of computers as a tool for learning has traditionally focused on individualized methods of instruction. Social interaction, however, is taking an increasingly important role in current learning theories and instruction prescriptions including computer-based delivery systems. Concurrent with these recommendations, global computer networks have emerged bringing new forms of computer-mediated social interaction. This paper discusses an ongoing case study that takes advantage of Internet technology to promote learning through socially-mediated interactions. Based upon theories of situated learning and cognitive apprenticeship, students engage in social dialog with experts through Internet technologies such as e-mail, listservs, synchronous chats, and the World Wide Web. In this case, the experts were two multimedia developers, one academic and one corporate. They fielded questions related to the use of technologies for training from the class. (Contains 13 references.) (Author/SWC)

ED 397 794 IR 017 982

Fields, Dennis
The Impact of Gagne's Theories on Practice.
PUB DATE- 96
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Behaviorism; Cognitive Psychology; *Curriculum Development; Educational Innovation; Educational

Although learners may be motivated to use CMI programs initially because of their novelty, this effect wears off and the instruction must stand on its own. Instructional screens must provide effective and efficient instruction, appropriate navigational tools, and aesthetics. This paper represents a compilation of screen design guidelines from over 90 sources. Guidelines were proposed in whole or in part on the basis of their contribution to motivational appeal. Two primary types of guidelines were discovered--those aimed at enhancing motivation, "expansive," and those aimed at preventing loss of motivation, "restrictive." The paper assesses typography, graphical images, color, animation, and audio, and proposes a framework that CMI designers can use to apply the two types of guidelines and arrive at more effective, efficient, and appealing screen design. (Contains 91 references.) (Author/SWC)

ED 397 812 IR 018 000

Lee, Sung Heum; And Others
Criteria for Evaluating and Selecting Multimedia Software for Instruction.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Software Evaluation; *Computer Software Selection; Computer Uses in Education; Content Analysis; *Evaluation Criteria; *Instructional Design; *Instructional Materials; Multimedia Instruction; *Multimedia Materials

Evaluating and selecting the appropriate software is a very important component of success in using multimedia systems in both educational and corporate settings. Computer-mediated multimedia (CMM) is the integration of two or more communication media, controlled or manipulated by the user via a computer, to present information. CMM can be combinations of text, images, animation, sound, color, and video in a single, computer- controlled presentation. The evaluation and selection of CMM systems may be different from computer-mediated instruction (CMI) systems. This paper seeks to explore the issues surrounding the evaluation of multimedia software and to present comprehensive criteria for evaluating and selecting CMM software for effective instruction, both general software evaluation criteria and specialized multimedia evaluation criteria. Issues considered for evaluating CMM software in the study include: content, instructional design, user interface, and documentation. The criteria for evaluation will provide a useful framework to help educators and/or trainers select quality instructional software for their instructional purposes. (Contains 30 references.) (SWC)

ED 397 813 IR 018 001

Li, Tiancheng; Jonassen, David H.
The Effect of Lesson Structures on Predication and Inference.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Design; Instructional Effectiveness; Models; Preservice Teacher Education; Pretests Posttests; *Student Attitudes; Student Surveys; Undergraduate Students; *Visual Aids; Visual Stimuli
IDENTIFIERS- Flexibility (Attitude); *Information Value; *Shapes

This study was designed to investigate the influence of the visual display of an instructional design model on preservice teachers' perceptions of the instructional design process. It sought to discover whether the use of curves or angular organization, and flexibility of that model. Subjects were 36 undergraduate education majors enrolled in an introductory education class at a 4-year university. Students were first assessed on their initial knowledge and perceptions of the instructional design (ID) process. Students were then given a 3-hour introduction to ID. Afterwards, their perceptions were assessed again. Students viewed first one and then the second of two visual depictions of the Smith-Ragan ID model. One was drawn with curved lines and ovals and the other was formed with straight lines and rectangles. Half of the students were given the curve/oval model first, completed the assessment, and were then given the straight/rectangle model and asked the same questions. The other half of the students were presented with the models in reverse order. Results indicated that: preservice teachers changed their responses between the pretest and posttest assessing their perceptions of flexibility, organization, and value of the ID process; the straight/rectangle model was perceived to be more organized; and a majority of the students indicated a preference for the curve/oval model as the "best model to represent the ID process" and "choice of model to use to teach the ID process." (Contains nine figures.) (AEF)

ED 397 828 IR 018 016

Richey, Rita C.
Robert M. Gagne's Impact on Instructional Design Theory and Practice of the Future.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; Design Preferences; Educational Practices; Educational Psychology; Educational Technology; *Educational Theories; Educational Trends; Individualized Instruction; *Instructional Design; Instructional Development; *Theory Practice Relationship
IDENTIFIERS- Conceptual Frameworks; Design Research; *Gagne (Robert M); Instructional Design Professionals; Learner Centered Instruction

Robert Gagne has been a central figure in the infusion of instructional psychology into the field of instructional technology, and in the creation of the domain of instructional design. Gagne's design principles provide not only a theoretical orientation to an instructional design project, but also have prompted a number of design conventions and techniques. This paper examines the extent to which Gagne's theories continue to influence the field as design research expands and as design practice changes in response to new

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Dialog Journals; *Electronic Mail; *English (Second Language); Higher Education; Instructional Effectiveness; *Media Selection; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Writing Assignments; Writing Processes
IDENTIFIERS- Communication Channels; Communication Styles

This case study involved designing an electronic-based environment to explore the effectiveness of electronic mail (e-mail) as a writing tool for dialogue journaling. The setting for this study was an intermediate-level reading and writing class in the American English Institute Program on the campus of a large public university. Over a period of 9 weeks, six randomly chosen English-as-a-Second Language (ESL) students in the class wrote dialogue journals to their instructor using e-mail while the rest of the students in the class wrote dialogue journals to the instructor using paper and pencil. The issues investigated were: What were the students' attitudes toward dialogue journal writing via e-mail? What was the instructor's perception regarding e-mail dialogue journal writing? What problems occurred in the process of using e-mail as a tool for doing dialogue journal writing? In what ways were e-mail journals different from paper journals? The findings of the study show that a variety of factors combined to exert an influence on the participants' attitudes towards e-mail. Limited knowledge about e-mail systems prevented some students from taking a full advantage of e-mail as a unique communication tool. Comparison of e-mail journals and paper journals reveals that e-mail created a different writing style than that of paper and pencil. For example, in the journal entries, participants in the e-mail group tended to: (1) use formula functions like opening and closing greetings (none of the students in the paper group used any); (2) use more requesting functions (asking questions) than those in the paper group; and (3) produce more language functions per writing session. In addition, e-mail communication was more spontaneous than paper dialogue. (Contains 38 references.) (Author/SWC)

ED 397 846 IR 018 034

Whyte, Michael; And Others
Cognitive Learning Styles and Their Impact on Curriculum Development and Instruction.
PUB DATE- 96
NOTE- 19p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; Cognitive Psychology; *Cognitive Style; Comparative Analysis; *Computer Uses in Education; *Correlation; Data Analysis; Higher Education; Individualized Instruction; *Information Processing; Instructional Design; Instructional Effectiveness; Job Skills; Learning Theories; *Military Personnel; Student Needs; Teaching Methods; User Needs (Information)
IDENTIFIERS- *Air Force; Computer Use; Constructs; Flexibility (Attitude); Gestalt Psychology; Group Embedded Figures Test; Learning Style Inventory (Kolb)

This paper highlights extensive previous research on cognitive learning style and describes an investigation of correlated

Year Colleges
IDENTIFIERS- *Course Based Model of Transfer Success; Thomas Nelson Community College VA

Traditional research on community college transfer students tracks students from the community college to the transfer institution, comparing the performance of students in various cohorts, such as demographic groups, majors in different curricula, and graduates versus early transfers. While these studies can provide interesting information, they do not create the incentive to act among faculty, since faculty cannot change students' demographic backgrounds or make them complete a certain number of credits before transferring. To provide faculty with more specific information on student outcomes, Virginia's Thomas Nelson Community College (TNCC) and Christopher Newport University (CNU) have jointly developed the Course-Based Model of Transfer Success. The model seeks to determine how well students who complete prerequisites at TNCC perform in subsequent courses compared to students completing the prerequisites at CNU. Results from the implementation of the model have indicated that TNCC students generally perform at a level equal or higher to students completing prerequisites at CNU. It has also helped pinpoint problem areas, however, such as low performance levels by students in a computer science prerequisite course, resulting in the reorganization of the course sequence. CNU has also discovered problem areas, including three business courses, a Principles of Psychology course, and a two-part writing sequence. Contains a table showing student outcomes by discipline and 16 references. (BCY)

ED 397 865   JC 960 458

Pensacola Junior College Institutional Accountability Plan. Preliminary Five Year Plan Report, 1992-1993.
PUB DATE- 27 Sep 93
NOTE- 25p.; For related reports, see JC 960 459-460.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Legislation; *Educational Strategies; Institutional Mission; *Organizational Objectives; School Effectiveness; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Pensacola Junior College FL

Prepared in response to a Florida legislative mandate requiring the development and implementation of institutional accountability goals, this report presents the goals adopted by Pensacola Junior College (PJC), the college's plan of action, and data on progress made as of 1992-93 on the goals. Following an introduction, the first part presents the 11 goals adopted by PJC, citing related sections of the state statute and outcomes measures prescribed by the Florida Community College System for each goal, and provides a goal timetable for base-, first-, and five-year data collection. The second section describes activities planned for 1992-93 to help PJC achieve the accountability goals, including minority recruitment, academic advisement, a retention plan, articulation efforts, minority mentoring and hiring, and improvements in vocational and developmental education and services. The third section presents data and discussions concerning the progress of goal attainment as of 1992-93, indicating whether baselines were set or the goals were met and exceeded in the year. The final part of the report describes progress made in the development and participation. While taking CSP's generally helps students see themselves as serious students and persist, data on participants, as well as ethnographic research, indicate that few first-generation students or students of color participate in them. The parents of students taking CSP's tend to have higher levels of education or to have come from better educated families than those of students who do not enroll. In addition, while more CSP students come from middle-class families than non-CSP students, more CSP students are employed and work longer hours. Reasons given in interviews by first-generation students and students of color for not participating in the CSP's included an unfamiliarity and discomfort with the seminar process, concern over the non-traditional assessment methods used, and the difficulty of identifying supportive faculty beforehand since three or four instructors participated in each seminar. Since CSP's could provide considerable benefit to these students, the college has undertaken initiatives to increase their participation, including encouraging more faculty of color to teach CSP's and developing themes that appeal to students of color. Contains 28 references. (BCY)

ED 397 884   JC 960 486

Bowen, Raymond C., Ed.; Muller, Gilbert H., Ed.
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Characteristics; *Affirmative Action; *College Administration; College Presidents; *Community Colleges; *Diversity (Institutional); *Educational Strategies; *Equal Opportunities (Jobs); Leadership Responsibility; Minority Groups; Professional Development; Two Year Colleges

Focusing on the challenge of expanding administrative opportunities for minorities, the 10 essays in this volume explore the problem of underrepresentation of minority administrators at community colleges and suggest strategies for improving diversity. The following articles are provided: (1) "Paradox and Promise: Leadership and the Neglected Minorities," by George B. Vaughan; (2) "From the Projects to the Presidency: An African American Odyssey," by Raymond C. Bowen; (3) "Increasing the Latino Leadership Pipeline: Institutional and Organizational Strategies," by Isaura Santiago Santiago; (4) "The Powers of the Presidency," by Rafael L. Cortada; (5) "The Community College Presidency: An Asian Pacific American Perspective," by M. Jack Fujimoto; (6) "Gateways to Success: Urban Community Colleges and Administrative Diversity," by Gilbert H. Muller; (7) "Affirmative Action as an Equal Opportunity Opportunity," by Donald G. Phelps and Lynn Sullivan Taber; (8) "Professional Development Resources for Minority Administrators," by David R. Pierce, James R. Mahoney, and Arnold M. Kee; (9) "The Unfinished Agenda," by Reginald Wilson; and (10) "Sources and Information: Expanding Opportunities for Minority Administrators," by Jonathan Holub and Elizabeth Foote. (BCY) effectiveness. Completed questionnaires were received from a total of 122 students, including 49 current students and 73 from a sample of 200 former students. Study findings included the following: (1) 63% of the small business enrollees were female, the average age was 41, and the mean family income of the students was $60,000; (2) in terms of student goals, 31% were trying to decide whether or not to own their own business, 27% were gathering information on how to start a business, 23% were seeking help to better manage their current business, and 20% were interested in expanding their current business; (3) 73.5% rated the courses as beneficial or very beneficial and 81% would recommend the classes to others; (4) the most common marketing method that prompted students to enroll was the college's class schedule mailed to their home, cited by 67.5%; and (5) 40% registered for their class via touchtone machine interaction and 60% via telephone interaction with a college employee. The survey instrument is appended. (BCY)

ED 397 903　　　　JC 960 512

Lucas, John A.; Soto, Linda
Study of Students Enrolled in Continuing Education Computer Training. Volume XXIV, Number 9.
PUB DATE- Oct 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computers; Marketing; *Professional Continuing Education; Program Effectiveness; School Registration; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

In spring 1995, William Rainey Harper College in Illinois conducted a survey of students currently enrolled in Continuing Education Computer Training. The purpose of this study was to gather data on the characteristics and perceptions of students regarding benefits of the courses, as well as information on how students heard of the courses and enrolled. Surveys were administered during classroom time, resulting in 196 completed surveys. Study findings included the following: (1) 68% of the respondents were female and the average age was 45, older than the average age of 39 for all continuing education students; (2) 45% were mid- to upper-level management, professionals, or self-employed; (3) the most effective marketing techniques were sending the college course schedule to respondents homes, cited by 51.5%, and mailing out course brochures, cited by 48%; (4) 55% were taking the course to upgrade skills at a present job, while 30% were preparing for a better or new job; (5) 64.7% thought that their course was very beneficial to their goals, while 25.4% thought that it was somewhat beneficial; (6) 90% indicated that they would recommend the course to others; and (7) 78% registered for the course by talking to a live person, 20% by touch-tone telephone, and 2% by fax. The survey instrument is appended. (BCY)

ED 397 904　　　　JC 960 513

Lucas, John A.; And Others
Follow-Up Study of Students Taking Honors Courses, 1990-1995. Volume XXIV, Number 10.
PUB DATE- Nov 95

to better serve the public interest. Following a preface, chapter 1 describes the evolution of shared governance at the local level from 1907 to 1994, highlighting the movement from the broad governance originally allowed local districts to the current bilateral and legalistic governance model granting power to the State Legislature. Chapter 2 provides an analysis of shared governance at the local level, indicating that it has resulted in improvements in the nature and quality of educational decision-making but has also led to counterproductive competition for power and resources among institutions. Chapter 3 summarizes the evolution of shared governance at the systemwide level, examining the creation and transformations of the role of the Board of Governors and Chancellor's Office. Chapter 4 analyzes the effectiveness of shared governance systemwide, highlighting strengths of the current structure, related to fact that institutional participation in policy-making is more formalized, broad-based, open and effective, and weaknesses related to the competition among institutions. Finally, chapter 5 provides recommendations for improving shared governance related to instituting a code of ethics, implementing multi-institutional councils, and giving districts the authority to create additional revenue. The proposed code of ethics is appended. (TGI)

ED 397 923 JC 960 554

New Hampshire Technical Colleges and Institute and New Hampshire Police Standards and Training: Class of 1995, Annual Report.
PUB DATE- 96
NOTE- 39p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Budgets; *College Graduates; College Outcomes Assessment; College Transfer Students; Community Colleges; Educational Benefits; *Educational Finance; Employment Patterns; Enrollment; *Outcomes of Education; *Police Education; Salaries; School Demography; School Effectiveness; Self Evaluation (Groups); *Technical Education; Technical Institutes; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *New Hampshire

This annual report for the New Hampshire Technical Colleges and Institute System (NHTC&IS) includes information for 1995 on enrollments, outcomes, job placement, average salaries, transfer institutions, work force training, the Police Academy, finances, and governance. The following accomplishments are highlighted: (1) in 1995, the NHTC&IS graduated 1,640 students and served over 30,000 traditional aged students and adult learners; (2) day divisions had 5,018 full-time equivalent (FTE) students, while evening divisions had 5,643 FTE students; (3) of 1995's graduating class of 995 women and 645 men, 910 (55.5%) were going into full-time employment, 247 (15%) went into part-time employment, and 237 (14.5%) continued their education; (4) the average graduate salary was $23,186; (5) the system's Technology Deployment Centers provided education and training for 5,890 work force members across the state; (6) the New Hampshire Police and Training Standards Council, which is the state's Policy Academy, graduated 122 police recruits and 118 corrections officers; (7) NHTC&IS continued its commitment to the business community by expanding technology extension systems and establishing new extension campuses; (8) a state-of-the-art BioTechnology degree program and laboratory was caregivers and observations of children in action. (HTH)

ED 397 943   PS 024 244

Franklin, Paula; And Others
Building a National Immunization System: A Guide to Immunization Services and Resources.
PUB DATE- 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Health; *Communicable Diseases; *Community Health Services; *Disease Control; Federal Programs; *Health Education; Health Materials; Health Promotion; *Immunization Programs; Infants; Program Descriptions; Toddlers
IDENTIFIERS- Childrens Defense Fund; Program Characteristics; *Vaccination

Over the past several years, outbreaks of vaccine-preventable diseases have drawn greater attention to the problem of low immunization rates in the U.S. In response to this problem, the federal government created the Vaccines for Children program as a foundation for a new national immunization policy to ensure proper and timely immunizations for children. This guide is intended to aid state and local policy makers to better understand the Vaccines for Children program. The guide begins with a general introduction to the problem of low immunization rates. The second section of the guide describes the shortcomings in our current immunization systems, in the areas of outreach, education, access, and costs. The third section examines current systems for purchasing and distributing vaccines, including universal purchase, Medicaid purchase, and fee for service. The fourth section details the Vaccines for Children program. The fifth section describes opportunities for advocates, including understanding program details, enlisting participation, and understanding demand. The sixth section details five programs that work and their strategies for raising immunization rates. The seventh section details 10 questions to help advocates analyze their individual programs. The eighth section provides a checklist of advocacy opportunities for improving immunization rates. The ninth section comprises the major portion of the guide and provides state-by-state and national statistical and tabular data in the following areas: (1) reaching families; (2) delivering immunizations; and (3) covering the cost. The last two sections of the guide contain resources and data sources for further information. (SD)

ED 397 944   PS 024 245

Daley, Shannon P.; Guy, Kathleen A.
Welcome the Child: A Child Advocacy Guide for Churches. Revised and Expanded Edition.
PUB DATE- 94
NOTE- 169p.; For companion videotape, see PS 024 243.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

environment. A caring ecological relationship is dynamic, able to be affected by the internal environment of the person and by the people/animal/plant/object external environmental surround in which a person lives. This paper attempts to examine the nature of ecology and how to facilitate the development of a caring ecological relationship between children and their child caregivers. Claiming that a caring ecological relationship is not based on cognition alone but is based, as well, on affect or emotion, the paper discusses the role and importance of attachment, separation, and individuating as well as the integration of the above three elements. The paper concludes that early and continued attachment relationships affect the development of an ethic of care and must precede any effort at teaching. Contains 22 references. (MOK)

ED 397 962 PS 024 354

Marcon, Rebecca A.
Head Start Graduates: Making the Transition from the Early to the Later Childhood Grades.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Biennial Conference on Human Development (Birmingham, AL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Problems; Blacks; Comparative Analysis; *Early Experience; Economically Disadvantaged; Elementary Education; *Elementary School Students; Inner City; Kindergarten; Longitudinal Studies; Low Income Groups; *Outcomes of Education; Preschool Curriculum; Preschool Education; Program Effectiveness; Public Schools; *Student Adjustment; Transitional Programs; *Urban Education; Urban Schools
IDENTIFIERS- African Americans; *Project Head Start

Urban Head Start graduates were compared with comparably poor Pre-K graduates in this longitudinal study, in an effort to evaluate the long-term effects of the Head Start program. A sample of 227 children were included in an analysis of third-grade report cards, standardized Comprehensive Test of Basic Skills (CTBS) achievement scores, and a standardized assessment of development (Vineland Adaptive Behavior Scale). The results indicted that although Head Start does not bring children up to the level of average third graders, when contrasted with comparably poor Pre-K graduates, Head Start results have some surprising affects on children about to make the transition to fourth grade. Maladaptive behavior in Head Start graduates is lower, suggesting more adequate mental health in this group of children compared to other very poor children. Although these Head Start graduates had some difficulty with language expression (CTBS) and its functional use, they were generally more successful than other poor children in making the transition to fourth grade and in meeting academic demands of the later childhood grades. In general, results suggest that when Head start is done well, it can have an extended impact on educational transitions in its graduates' lives, even if those graduates are African American children in an urban school system. (AA)

ED 397 963 PS 024 360

Evans, Judith L.; Schaeffer, Sheldon
Quality.

Education; Preschool Evaluation; Program Effectiveness; Sex Differences
IDENTIFIERS- *Bahrain; Draw a Person Test; Pictorial Scale of Perceived Competence Soc Accept; Preschool Behavior Checklist; *Preschool Effects; Stanford Binet Intelligence Scale; Wechsler Preschool Primary Scale of Intelligence

Children attending two types of preschool education (educationally- or care-oriented) in Bahrain were compared to a home control group and to each other with regard to intellectual, social, and behavioral development. Preschools were classified based on teachers' attitudes and management practices. A conditional, quasi-experimental design with pretest and posttest measures over one academic year was used. The following measures were administered in Arabic: (1) Stanford-Binet; (2) Wechsler Preschool and Primary Scale of Intelligence; (3) Draw-A-Person; (4) Preschool Scale of Perceived Competence and Social Acceptance (PSPCSA); and (5) Preschool Behavior Checklist. Subjects were 96 children attending 4 educationally oriented and 4 care oriented preschools for at least 3 months, and a control group of 44 children reared at home. A conditional regression model, followed by a within-group analysis, indicated that on all measures, children attending educationally-oriented preschools scored significantly higher than children attending care-oriented preschools and those reared at home. Boys scored higher than girls on the Stanford-Binet and the Draw-A-Person, and had higher percentages of emotional problems both at pre- and posttesting. On the PSPCSA, older children in the educational group had higher scores than younger children in the same group. (Contains 86 references.) (KDFB)

ED 397 980 PS 024 441

Training Head Start Coordinators for Workplace Preparedness. NCCU Head Start Monograph, October 1995.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Oct 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Academic Achievement; Acquired Immune Deficiency Syndrome; Agency Cooperation; Early Childhood Education; Family (Sociological Unit); Infants; Interpersonal Competence; Knowledge Level; Longitudinal Studies; Males; *Masters Theses; Multicultural Education; *Outcomes of Education; Parent Attitudes; Parent Participation; *Preschool Education; Quality of Life; *Research Projects; Teacher Attitudes; Toddlers
IDENTIFIERS- Bloodborne Pathogens; Family Needs; North Carolina; North Carolina Central University; Parent Child Centers; *Project Head Start

This monograph summarizes results from academic capstone activities of graduate students and faculty advisors regarding issues consistent with Head Start national priorities and practice needs. The following theses are summarized: (1) "Multicultural Education in Head Start Programs in North Carolina" (S.K. Gant); (2) "The Impact of Head Start on Long-Term Academic Achievement" (D.R. Johnson); (3) "The Impact of Male Initiative Projects on North Carolina Head Start Programs" (G.R. Alston); (4) "An Exploration of the Collaborative Efforts among Human Service Agencies and the Head Start Program in Four Eastern North Carolina Counties" (E. Smith); (5) "An Evaluation

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Childrens Television; *Early Childhood Education; Economic Factors; Economic Impact; *Educational Improvement; *Educational Planning; Educational Policy; *Educational Practices; Educational Quality; *Educational Research; Educational Resources; Educational Responsibility; Educational Strategies; Educational Technology; Employment Potential; Resource Allocation; School Community Relationship; School Effectiveness; *Underachievement; World Affairs
IDENTIFIERS- *Carnegie Corporation of New York; Childrens Television Act 1990; National Assessment of Educational Progress

This pamphlet presents the Executive Summary of the Report of the Carnegie Task Force on Learning in the Primary Grades. Results depict a pervasive pattern of underachievement for millions of U.S. children. The document outlines nine principles of effective practice for all institutions key to children's learning, and calls on these institutions to operate with the assumption that all children can learn and are capable of high-quality work when properly challenged and supported. These principles are: (1) ensure from the start that children are ready to learn, physically and emotionally; (2) set high expectations for every child; (3) create high-quality varied learning environments; (4) provide high-level professional development to those responsible for children's education; (5) embed children's learning in caring and collaborative relationships with educators, parents, and other adults; (6) actively engage parents in their children's education; (7) accept responsibility and accountability for each child's learning; (8) make efficient, equitable use of resources for children's education; and (9) collaborate more closely with other institutions and programs that affect children's learning. The pamphlet concludes with suggestions for reducing disparities in funding, making rational use of available resources, and realigning priorities. (AA)

ED 397 997 RC 019 997

Schools along the Border: Education in the Age of NAFTA. EdTalk.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; Bilingualism; *Bilingual Schools; *Cultural Awareness; Cultural Interrelationships; Distance Education; Educational Policy; Elementary Secondary Education; Higher Education; *Immigrants; *Intercultural Communication; *Mexican American Education; Mexican Americans; Mexicans; Migrant Education; Spanish Speaking
IDENTIFIERS- *Curriculum Alignment; Hispanic American Students; *Mexico United States Border; North American Free Trade Agreement

This report focuses on the educational implications of Mexican immigration resulting from the North American Free Trade Agreement. Informed debate and the effectiveness of educational initiatives depend upon an understanding of the issues from both historical and contemporary perspectives. At present, neither efficient systems nor effective structures are in place problems that affect them and their determination to overcome such difficulties. Testimonies discuss physical and sexual abuse of children; the imposition of machismo on indigenous cultures by European invaders; a maternal and infant health project in the Peruvian Amazon; the need for an indigenous curriculum that allows mothers to be involved in their children's education; precontact roles of indigenous men and women; mothers as teachers of culture and spiritual ways; revival of spiritual traditions; goals of international meetings related to indigenous women's human rights, bilingual and intercultural education, and self-determination; religious freedom; self-directed community development; connection to the land and Pachamama (Mother Earth); pollution and ecological disequilibrium caused by development projects; need for training in leadership and organizational skills; political participation and social action; illiteracy; infant mortality; migration to the cities; seminars and workshops for consciousness raising and networking; marketing traditional crafts; and development of a hostel for indigenous secondary students. The final chapter lists 85 indigenous women's organizations and key contacts around the world. Includes many photographs. (SV)

ED 398 014 RC 020 668

Portes, Alejandro, Ed.
The New Second Generation.
SPONS. AGENCY- Russell Sage Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 256p.; Chapters were originally published in the "International Migration Review' (Volume 28, Winter 1994), see EJ 505 917-923.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Adolescents; Asian Americans; *Bilingualism; Blacks; Census Figures; Children; Educational Attainment; Elementary Secondary Education; Ethnicity; *Family Characteristics; Hispanic Americans; Identification (Psychology); *Immigrants; Immigration; Language Attitudes; Language Proficiency; Language Usage; *Secondary School Students; *Student Attitudes
IDENTIFIERS- Social Capital

This book compiles findings on the children of recent immigrants to the United States. The dearth of accessible census data and the tendency for school records and scholarly surveys to compress second-generation youth into a classificatory scheme that obliterates their history have obscured a major phenomenon in U.S. society--a rapidly growing second generation with origins in Latin America and Asia, whose course of assimilation is uncertain. Four chapters are based on a survey of 5,266 eighth- and ninth-grade children of immigrants in Miami, Fort Lauderdale, and San Diego. Data sources for other chapters include the 1990 census, other census sources, and surveys of second-generation immigrants in New York City and New Orleans. Together these studies suggest the absence of a modal social and economic adaptation among today's second generation, and the likelihood that in some instances, the process will lead to downward assimilation. Chapters are "Introduction: Immigration and Its Aftermath" (Alejandro Portes); "Language and the Second Generation: Bilingualism Yesterday and Today" (Alejandro Portes, Richard Schauffler); "Divided Fates: Immigrant Children and the New Assimilation" (M. Patricia Fernandez Kelly, Richard successful trip; (2) reconnaissance trips can improve knowledge of the site and facilitate the trip in terms of both logistical and curricular considerations; (3) field trips must be linked to curriculum; (4) field trips must fall somewhere between focusing activities and reflective activities, and the timing of trips is dependent on the particular course of study and on the previous experiences and abilities of the class; (5) field trips must be accessible to all students, regardless of their physical, intellectual, or financial profile; (6) field trips are successful if students are actively engaged, both mentally and physically, at the site; (7) the closer to reality an experience is, the greater the benefit derived; (8) incidental learning can be rewarding and is often an unexpected bonus, but safety must be the first priority when the unexpected occurs; (9) the human resources available at a field trip site can contribute greatly to the success of a trip, and it is worthwhile to cultivate a good rapport with these individuals; and (10) oral and written stories, fictional or nonfictional, contribute meaning to the experience and increase student engagement. Contains 20 references. (TD)

ED 398 031 RC 020 687

McKiernan, Rogene
The Influence of Expeditionary Learning in Outward Bound and College.
PUB DATE- 95
NOTE- 25p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; College Students; *Discovery Learning; Educational Innovation; *Educational Principles; Higher Education; *Inservice Teacher Education; Nontraditional Education; Outdoor Education; Program Development; *Teacher Student Relationship
IDENTIFIERS- *Expedition Education; *Outward Bound

Expeditionary learning creates a learning environment in which teachers and students together take a journey into an area with many unknowns for the purpose of promoting self-discovery. Of the 10 principles of expeditionary learning, 7 closely match the practices of Outward Bound. As Outward Bound staff designed an inservice program on expeditionary learning for teachers, the process of incorporating expeditionary learning principles, particularly the one known as "the having of wonderful ideas," stimulated a significant change in instruction. The recognition that conventional teaching uses explanation and demonstration with little time for experimentation and reflection led the instructors to structure sequences based on student discovery first, with instructor information given in response to students' experiences. Personal experience in leading expenditionary learning training courses led to incorporating expeditionary learning design principles into the Environmental Conservation Outdoor Education Expedition at Western Illinois University. This program involved a transition from conventional university relationships to the expeditionary learning model, wherein students participate in curriculum development and implementation and instructors are not the primary providers of information nor the dominant determiners of outcomes. Included are university students' reflections on the process and outcomes of their experiences with self-directed learning, and suggestions for others who may become involved in expeditionary learning. (TD)

Dietz, Nancy J., Ed.; Aadland, Hope, Ed.
North Dakota Wetlands Discovery Guide.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.; National Fish and Wildlife Foundation.
PUB DATE- Jul 95
NOTE- 195p.; Financial support also received from the North Dakota Wetlands Trust, Wildlife Society, North America Chapter, North Dakota Water Users Association, and Ducks Unlimited, Canada.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Elementary School Mathematics; Elementary Secondary Education; *Environmental Education; Habitats; *Integrated Activities; Natural Resources; Outdoor Education; Plant Identification; Science Activities; *Wetlands
IDENTIFIERS- North Dakota

This guide facilitates and promotes awareness, appreciation, and knowledge of North Dakota's wetland resources. It is an interdisciplinary wetland activity guide for kindergarten through 12th grade teachers. It was developed specifically for North Dakota educators by North Dakota education and natural resource professionals about North Dakota's wetland resources. This guide integrates the curriculum goals for science, social studies, geography, mathematics, North Dakota studies, English/language arts, and art. Each activity contains abstract reference information about intended age level, subject area, duration, group size, teaching settings, skills, North Dakota curriculum references, and key vocabulary. Information is provided about intended learning outcomes, rationale for the activity, necessary student prior knowledge, background information, list of materials needed to conduct the activity, step-by-step procedures, activity extensions, evaluation methods, and material reference information. The appendices contain a list of skills, North Dakota curriculum frameworks reference list, information about North Dakota agencies and organizations associated with wetlands conservation, and information about major wetland protection efforts. Also includes a glossary. (AIM)

ED 398 050 SE 057 872

Wilson, Des; And Others
Time For Maths.
PUB DATE- 92
NOTE- 78p.; Package not available from EDRS. The complete "Time for Maths" package contains episodes 1-10 on videocassette, a teacher's guide, a music and activity pack, 10 story booklets, 2 audiocassettes, and a picture book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Grade 1; *Language Role; *Learning Activities; *Mathematical Concepts; Mathematics Instruction; Primary Education; Short Stories; Songs
IDENTIFIERS- *Mathematics Activities

This document and accompanying video and audio tapes are designed for children in their first year at school. Each tape contains three items designed to supplement the early stages of learning mathematics: songs, stories, and activities. On each tape there is a story about Farmer and Mrs. Dobbs who live on Honeypot Farm with a varied assortment of animals. The story books

"Communicating about Alternative Assessment Beyond the Mathematics Classroom" (P. A. Kenney, C. G. Schloemer, & R. W. Cain); (24) "Mathematics Pen-Pal Letter Writing" (E. Phillips); (25) "Developing Preservice Teachers' Strategies for Comm

ED 398 070 SE 058 744

Levine, Shar; Johnstone, Leslie
Silly Science: Strange and Startling Projects To Amaze Your Family and Friends.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; *Science Activities; Science Experiments; Scientific Concepts

This book is a collection of 28 experiments that are not meant to have any practical purpose. Each experiment, however, illustrates a scientific principle and enables students to discover how scientific facts and theories apply to seemingly useless experiments. Each experiment includes a list of materials, a series of steps, an explanation of the scientific principle demonstrated, and a section that offers additional scientific facts and information on each topic. Experiments include: Hockey Night in Canada; Gulliver's Eggs; Slam-Dancing Spaghetti; Pumping Aluminum; Make it Snappy; Rope Roundup; Iron-Poor Foods; Genie in a Bottle; Spongesaurus; Balloons at the Beach; Where's the Beef; Titanic; Less Filling; Glub; Sand Puzzle; Cave-In; A-Maze-Ing Potato; Buttered Up; Electric Pencil; Shake a Leg; Static Fireflies; The Crying Game; A Delicate Balance; Fast Money; Foiled Again; A Very Dry Cell; Smoke Gets in Your Ivy; and Coffee to Go. (JRH)

ED 398 071 SE 058 746

Caler, Michelle
The Cooperative Satellite Learning Project.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Engineering; *Partnerships in Education; *Science Projects; Secondary Education; *Space Sciences; Technology

This document describes the Cooperative Satellite Learning Project (CSLP) which is designed to educate students in the areas of space science, engineering, and technology in a business-like atmosphere. The project is a partnership between the National Aeronautics and Space Association (NASA), Allied Signal Technical Services Corporation, and member schools and their communities. CSLP students work with Small Explorer (SMEX) series satellites that average three years from design to launch and data collection. The project encourages student input and leadership by appointing a core group of students to head different sub-groups including mission monitoring station, multimedia, outreach, fine arts, publishing, newsletter, telecommunications, video, accounting and administration, supercomputing, and mechanical. (JRH)

ED 398 072 SE 058 758

ED 398 093 SO 026 310

McDermott, Michael
John Lloyd Stephens and Frederick Catherwood: Mayan Explorers.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; Area Studies; *Culture; Ethnic Groups; Foreign Countries; *Geography; Global Education; *Latin American History; Latin Americans; *Mexicans; Secondary Education; Social Studies
IDENTIFIERS- *Catherwood (Frederick); Maya (People); Mexico; *Stephens (John Lloyd)

This mini-unit focuses on the lives and accomplishments of John Lloyd Stephens and Frederick Catherwood and their contacts with the Maya. This project deals specifically with how Stephens' published accounts and Catherwood's drawings became the basis from which all further Mayan research developed. These two explorers were the first to describe and chronicle fully their discoveries in Mexico and Central America. Topics discussed include: (1) "The Yucatan, Location, Climate and Basic Geography"; (2) "Earliest References to the Yucatan Peninsula"; (3) "Early Maya History"; (4) "Mayan Language"; (5) "John Lloyd Stephens"; (6) "Frederick Catherwood"; and (7) "Modern Research Regarding the Maya." Contains 12 references. (EH)

ED 398 094 SO 026 311

Wilkie, Carolyn M.
Fulbright-Hays Summer Seminar Curriculum Project: Mexico 1994.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art; *Audiovisual Aids; *Computer Software; Elementary Education; Ethnic Groups; Foreign Countries; Geography; Language; *Latin American History; Latin Americans; *Mexicans; *Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexico

This project shares the information that an elementary school media specialist gleaned from a summer seminar in Mexico. The document consists almost entirely of pictures of Macintosh video screens. The author used still frame video slide pictures and computerized notes to prepare a "hypercard stack" that readers could access using Macintosh equipment. At the time of writing, this multimedia presentation was still being assembled. The document is, therefore, a record of a work in progress. (EH)

ED 398 095 SO 026 312

Eastman, Gloria, Ed.; Miller, Barbara, Ed.
A New Look at the American West: Lessons for Secondary History and Literature Classes.
SPONS. AGENCY- National Endowment for the Humanities (NFAH),

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- African Languages; Colonialism; *Educational Policy; English; Foreign Countries; Intercultural Communication; *Language Attitudes; *Language Planning; *Language Role; *Official Languages; *Pidgins; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Anglo Nigerian Pidgin; Nigeria

Language policy and language usage trends in Nigerian education are examined, particularly as they concern the role of Anglo-Nigerian Pidgin (ANP), an inter-ethnic lingua franca. Language policy and practice for official and native languages both before and since Nigerian independence are chronicled. Results of a survey of 240 individuals in six urban centers in southern Nigeria are then reported. The survey gathered information on the respondents' personal characteristics (age, sex, religion, tribe), language(s), contact with ANP, and attitudes toward the promotion of ANP in certain domains and possible adoption as an official language. Findings are detailed here for geographic/tribal regions. It is concluded that about 80 percent of respondents regard ANP as a language, about half think it is a "normal" language, and most see it as a variety of English. About one-fourth approve of its being taught as a subject; one-third would not mind its use as a medium of instruction, and about one-third would like it adopted as an official language. ANP was the most popular third language among respondents, with school the primary locus of contact with it. (MSE)

ED 397 663 FL 023 987

Adunyarittigun, Dumrong
Variables Affecting Reading Problem of a Thai Graduate Student.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *English (Second Language); *Error Patterns; Foreign Countries; Graduate Students; Language Proficiency; Metacognition; Miscue Analysis; Questionnaires; *Reading Comprehension; *Reading Difficulties; *Reading Processes; Schemata (Cognition); Second Language Learning; Thai; Uncommonly Taught Languages

This paper examines variables such as linguistic ability in the target language, schemata, and psychological factors affecting the English language reading success or failure of a 31-year-old Thai graduate student in the information system program at a U.S. university. The subject's self-assessment of reading, speaking, and listening in Thai was at a good level, although his writing proficiency was lower than that of his other Thai language skills. He started learning English in the 5th elementary grade; graduate school was his first exposure to English-language instruction. Based on his Test of English as a Foreign Language (TOEFL) score, the subject was rated as moderately good in listening, speaking, reading, and writing. Yet he sought help to improve his reading ability, comprehension, and retention. The subject was given a general questionnaire and a reading questionnaire on metacognitive conceptualizations of his silent reading strategies in both Thai and English. The subject was then asked to discuss his

International Cooperation; *International Relations; *Language Role; Language Usage; *Multilingualism; Official Languages; Policy Formation; Public Policy; Regional Cooperation; Second Language Instruction; *Second Language Learning; Trend Analysis
IDENTIFIERS- *Europe; Switzerland

A discussion of the role of national languages in an international context focuses on the situation of Europe, currently and in the foreseeable future, and particularly on the situation of multilingual Switzerland. The first section gives an overview of the status of national languages outside their own boundaries, especially in relation to spreading cultural diversity in Europe. Swiss research and policy recommendations concerning language in society and in education are outlined. The second section considers issues in national language teaching outside the nation's boundaries in light of Swiss policy recommendations for the media, education, and educational exchanges. The third section looks at language teaching in the context of current European and Swiss education. Commercialization of language teaching is also discussed briefly. Section four addresses the issues of the difficult but necessary articulation between countries, territories, and cultural identities, and discusses in greater detail the problems this poses for Switzerland, as a whole and in its linguistic regions. The final section predicts that this situation will create a period of disequilibrium in Switzerland, and outlines a plan for second language instruction in the nation's schools. Contains 11 references. (MSE)

ED 397 683 FL 024 010

Waldschmidt, Eileen Dugan
Teacher Templates: Analysis Frameworks Developed by Bilingual Teachers Learning about Creative Drama.
PUB DATE- 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Teachers; *Creative Dramatics; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Learning Processes; *Professional Development; Second Language Instruction; Second Languages

A study investigated the learning processes of four bilingual teachers, two elementary and two middle school, during a course in creative dramatics taken for professional development. Data were drawn from taped study sessions, participant journals, observation, and individual interviews. Using analysis frameworks produced by the participants, the data were synthesized into narratives about the different teachers' varying experiences during the course. Parts of one narrative are presented. It was found that each teacher's experience was quite complex, due to the numerous teaching and learning activities in which each was engaged. Common themes emerged in the teachers' stories: active participation in a creative drama course has positive benefits for classroom practice; teachers trying creative drama in their work with second language learners need long-term support; and the experience provided personal as well as professional growth. Notes provided by the participants are appended. Contains 41 references. (MSE)

Reflective Teaching; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Effectiveness; Teacher Improvement; Teaching Methods; Videotape Recordings

This book offers a variety of forms to help the college instructor obtain feedback concerning instructional quality and improve instructional effectiveness. Two preliminary charts match specific forms to specific instructor concerns and compare the forms for sources of input, value, and limitations. Each form is introduced by a discussion of the form's purpose, administration, interpretation, and source. Forms are provided for the following: (1) classroom environment inventory, (2) course materials review (peer and student versions), (3) teaching methods, (4) instructor self-evaluation, (5) instructional observations (peer and student versions), (6) an open-ended questionnaire for students, (7) self- or colleague-analysis of videotaped teaching sample, (8) areas needing improvement (instructor and student versions), (9) and an inventory of teacher behaviors designed to provide feedback from students. (CK)

ED 397 702 HE 029 284

Johnson, Glenn Ross
First Steps to Excellence in College Teaching.
PUB DATE- 95
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Beginning Teachers; Class Activities; Classroom Environment; Classroom Techniques; Cognitive Processes; College Faculty; Course Content; *Course Descriptions; Course Objectives; Educational Methods; Evaluation Methods; Higher Education; *Instructional Effectiveness; Instructional Materials; Lecture Method; Multimedia Materials; Student Educational Objectives; *Student Evaluation; *Teacher Effectiveness; *Teacher Role; Teacher Student Relationship; *Teaching Methods; Testing; Textbook Selection

This book is intended to help college faculty members, teaching assistants, and prospective instructors to develop their teaching skills and choose instructional strategies that match their personalities and result in improved student learning. The nine chapters cover the following topics: (1) determining teaching objectives (stresses specificity of objectives, clarity of terminology, and addressing cognitive, affective, and psychomotor domains); (2) textbook selection and syllabus development (includes a checklist for evaluating textbooks and list of recommended syllabus components); (3) first class days (establishing the class atmosphere, determining students' learning styles, and selecting instructional strategies based on learning styles); (4) effective lectures (preparation, establishing rapport, liveliness, and delivery); (5) alternative teaching techniques (discussion, cooperative learning, and individualized methods); (6) use of the author's Cognitive Interaction Analysis System (CIAS) to improve class discussions (includes a classroom observation interaction rating system); (7) additional instructional approaches (case studies, simulations, field trips, individualized mastery learning, and laboratory method); (8) term papers, oral year project was planned around three 4-week summer workshops, with half the participating faculty involved in the first year, the second half in the second year, and all in the third year. The project is chronicled from inception to completion, and its effects on the institution are discussed. (MSE)

ED 397 720　　　HE 029 320

Saupe, Joe L.; Long, Shawna
Admissions Standards for Undergraduate Transfer Students: A Policy Analysis. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Admission Criteria; Case Studies; College Admission; College Credits; Dropout Characteristics; Educational Policy; Grade Point Average; Graduation; Higher Education; Institutional Characteristics; *Institutional Research; Predictor Variables; State Universities; *Transfer Policy; *Transfer Students
IDENTIFIERS- *AIR Forum; University of Missouri Columbia

A study investigated the appropriateness of admissions standards used for transfer students to the University of Missouri-Columbia, by analyzing the relationship between several possible predictor variables (number of transfer credits, transfer grade point average, type of previous institution, type of associate degree earned) and targeted outcomes (academic persistence and graduation rates). Data on 10,312 degree-track transfer students between fall 1983 and 1991 were compared with those on 14,351 students initially enrolled at the university in fall 1983 and/or fall 1987. Results indicated: (1) a disparity in persistence and graduation rates of native and transfer students, implying that admissions standards for transfer students should be strengthened: (2) that target persistence and graduation rates for transfers should not be based on those for comparable native students; (3) that a 1-year persistence rate of 70% and a 6-year graduation rate of 60% are appropriate for transfers; and (4) that number of transfer credits and transfer grade point average are suitable predictor variables for admission. Further analysis was undertaken to establish specific admission criteria and policy. (MSE)

ED 397 721　　　HE 029 321

Molnar, David
The Impact of Institutional Effectiveness on Student Retention. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Case Studies; Dropout Prevention; *Grade Point Average; Higher Education; *Institutional Research; Participant Satisfaction;

American Council of Education studies, economic base studies, input-output studies, econometric studies, and knowledge impact studies. Seven exhibits presenting the data are included. (Contains 86 references.) (CK)

ED 397 739 HE 029 339

Linneman, Larry W.; Chatman, Steven P.
Reporting Students of Unknown Race/Ethnicity. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Educational Policy; *Ethnic Groups; Ethnicity; Higher Education; Institutional Research; Interviews; *Racial Composition; Racial Identification; Recordkeeping; School Demography; School Surveys; *Student Characteristics; Student Surveys
IDENTIFIERS- *AIR Forum; Missouri; *National Center for Educational Statistics

This study evaluated accuracy of the assumption of the National Center for Educational Statistics (NCES) that higher education students of unknown race or ethnicity should be distributed over the remaining resident categories in the proportion of those whose race/ethnicity is known. This study endeavored to estimate the error associated with any inaccuracy in this assumption. Data were collected through a survey of 30 Missouri public two- and four-year institutions to determine institutional practices regarding unknowns before 1990 and through phone interviews of students with unknown race and ethnicity. Results from the university survey indicated that about 80 percent of institutions classified all unknowns as "white" suggesting that NCES's policy of proportionally distributing unknowns over the available resident categories did not accurately reflect the reporting practice among postsecondary institutions prior to 1990. Results from the phone interview survey of 102 students who failed to report their race/ethnicity found no African Americans in this group and more Native Americans, Asians, and Pacific Islanders than expected. The institutional and student surveys suggested that any assumption regarding the characteristics of unknowns has the potential to mislead policy decisions regarding current ethnic composition at institutions. Alternative methods of classifying unknown students are compared. (CK)

ED 397 740 HE 029 340

Ahson, Nancy L.; Gentemann, Karen M.
Balancing Resources and Response Rates in Mailed Questionnaire Research: The Challenge of Conducting Successful Alumni Surveys While Containing Costs. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 37p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- *Decision Making; Higher Education; Institutional Characteristics; *Institutional Environment; Institutional Research; *Organizational Climate; *Organizational Effectiveness; *Two Year Colleges
IDENTIFIERS- *AIR Forum

This study examined relationships between institutional culture, decision making approaches, and organizational effectiveness of two-year colleges. The sample included 639 full-time faculty members or full-time administrators at 30 public two-year colleges stratified for size. The causal model estimated for this study used K. S. Cameron's (1978; 1986) nine dimensions of organizational effectiveness to produce a global measure of institutional performance. Four sets of variables were included: (1) institutional variables (such as financial health and enrollment health), (2) institutional culture, (3) resource allocation decision making, and (4) the global organizational effectiveness of the institution. Results confirmed and extended previous research on the influence of the external environment and institutional cultures on organizational effectiveness. The key mediating variable for both enrollment and financial health as well as overall effectiveness was an adhocracy culture. Adhocracy cultures assume that change is inevitable; individuals are motivated by the importance and ideological appeal of the tasks to be addressed. A prospector-type stratetic orientation is used to acquire resources to ensure institutional vitality and viability. Adaptive and interpretative qualities are called on to make decisions. Findings also suggested that the influences of these factors may have been underestimated in the past by not taking into account indirect influences on effectiveness and how the negative influences of declining enrollments and financial health may be partially muted through attention to institutional cultures and decision approaches. (Contains 53 references.) (DB)

ED 397 758 HE 029 359

Maiworm, Friedhelm; Teichler, Ulrich
Study Abroad and Early Career: Experiences of Former ERASMUS Students. Higher Education Policy Series 35. ERASMUS Monograph No. 21.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Career Development; Careers; College Students; Competence; *Education Work Relationship; Employer Attitudes; *Employment Patterns; Foreign Countries; Graduate Study; Graduate Surveys; Graduation; Higher Education; *International Educational Exchange; International Programs; Job Search Methods; Job Skills; Language Maintenance; Longitudinal Studies; Occupational Mobility; Self Evaluation (Individuals); Student Attitudes; Student Experience; *Student Mobility; *Study Abroad; Work Attitudes
IDENTIFIERS- *ERASMUS Programme; European Union

A study investigated the impact of the European Community Action Scheme for the Mobility of University Students (ERASMUS) program on former students' study and employment patterns and attitudes. The program was designed to promote international exchange of university students within the European Union. A series of three questionnaires was sent to former program participants during the period 1990-94, with 1,234 respondents to the third survey. An introductory section outlines the

Recall and Conceptual Learning of Prose Materials for
Preservice Teachers in Zimbabwe.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Advance Organizers; *Behavioral Objectives; Educational Objectives; Foreign Countries; Instructional Materials; *Learning Activities; *Learning Strategies; Preservice Teacher Education; Recall (Psychology)
IDENTIFIERS- Gagne (Robert M); *Structured Overview; *Zimbabwe

In order to optimize learner performance in all the conditions of learning, Gagne proposed the application of a nine-step process called the events of instruction. Events 1, 2, and 3--gaining attention, informing learners of the learning objective, and reminding learners of prerequisite skills fall within the rubric of preinstructional activities. The preinstructional activities investigated in this study were advance organizers, performance objectives, and structured overviews. A total of 674 students in their first year of training at the Gweru and Bulawayo-Hillside Teacher's Training Colleges in Zimbabwe participated in the study. Four levels of treatment variables were used: control (CO), structured overview (SO), advance organizer (AO), and performance objectives (PO). Participants were randomly assigned to one of four treatment conditions by randomly ordering each of the self-contained instructional materials. Instructional materials were two reading passages which covered technical and nontechnical subjects. Two achievement tests were administered to respondents. In general, the findings, which appear to be consistent with those of previous research, indicate that performance objectives may have the most beneficial effect on learning. (Contains 24 references.) (AEF)

ED 397 776 IR 017 964

Bastecki, Victoria L.; Berry, Louis H.
Window Presentation Styles and User's Spatial Ability.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Processes; Computer Assisted Instruction; Dental Hygienists; *Dental Students; Higher Education; Instructional Effectiveness; Learning Strategies; *Memory; Professional Education; *Screens (Displays); *Spatial Ability
IDENTIFIERS- HyperCard; *Memory Load; Visual Displays; *Windows (Software)

The purpose of this study was to examine the effects of spatial ability level and window presentation style of tiled and overlapped computer displays on the achievement of dental hygiene students. Participants were 43 first-term Dental

Practices; *Instructional Design; Learning Theories; Teaching Methods; *Theory Practice Relationship; *Transfer of Training
IDENTIFIERS- *Gagne (Robert M)

Robert Gagne's theories and research have had a significant impact on practitioners in general, especially instructional designers. He has influenced teaching and curriculum development and used standard practices as a stimulus for the development of theory. This paper explores Gagne's influence on practice by examining the relationship between theory and practice, especially in relation to instructional design, and then discussing curriculum development and transfer of learning. Gagne wanted to apply theory to practice, and was especially interested in applying theory to teaching and learning to make it more effective and efficient. This paper includes discussions of the literature on Gagne which covers the practical use of his cumulative learning theory, his notion of the learning hierarchy in educational curriculums, and the importance of learner outcomes when analyzing content of instructional design literature and practice. The influence of Gagne's theories on instructional design practice spans a gap from a reliance on behaviorism as a foundational theory to the eventual adoption of cognitivism as an underlying theory. Gagne's theories and research have been applied to a wide variety of content areas, age levels, and learning environments. (Contains 50 references.) (Author/SWC)

ED 397 795 IR 017 983

Furst-Bowe, Julie, Ed.
Competencies Needed To Design and Deliver Training Using Instructional Technology.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Delivery Systems; Distance Education; *Educational Technology; Instructional Design; Instructional Development; Instructional Material Evaluation; *Job Training; Multimedia Instruction; *Teacher Competencies; Teacher Education; Teaching Skills; *Trainers; Training Methods
IDENTIFIERS- *Barriers to Implementation; *Competency Needs; Interactive Systems; Performance Support Systems

The use of technology in training has grown tremendously. Tools commonly being used include computer-based training systems, multimedia systems, electronic performance support systems, and telecommunications systems for distance learning. The use of technology-based delivery systems in training has many potential benefits for organizations, but the trainers using the systems must possess the skills needed to effectively utilize the technology. This study provides information on the implementation of instructional technology in employee training and the competencies needed by trainers to utilize instructional technology in their jobs. Results of the study show that the major types of instructional technology used in training and development will not change dramatically over the rest of the 1990s. There will be greater use of interactive technologies, and more companies will use digital multimedia

(18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Academic Achievement; Case Studies; Comparative Analysis; Concept Teaching; *Inferences; Instructional Design; Instructional Effectiveness; Postsecondary Education; *Prediction; *Teaching Methods; Thinking Skills; Time Factors (Learning); Time on Task
IDENTIFIERS- *Cognitive Flexibility; *Lesson Structure; Situated Learning

Theories of situated learning attempt to overcome the ill-structured nature of some domains of learning, and to use students' tendencies to construct knowledge representation on context and prior experience. Success comes when students apply abstract principles to real life. This study compares the effectiveness of two different lesson structures on helping students make inferences and predictions after studying a computer-based lesson of an interdepartmental information system. The two different lesson structures used were: case-based cognitive flexibility structure and concept-based lesson structure with examples. The two groups were randomly created with 381 sophomore business student volunteers. After the lesson, participants were given a multiple choice test with 10 questions on prediction and 9 questions on inference, randomly mixed. The time the students spent on the program was recorded. After finishing the lesson, students took the first part of the Necessary Arithmetic Operations Test (NAOT), 15 multiple choice questions that measure the general reasoning factor. Time on task and reasoning ability contributed significantly to students' performance making inferences and predictions. The students performed equally well in making predictions in different lesson structures, but in making inferences from given information, the students in case-based lessons performed better than those in concept-based lessons. Multiple perspectives and rich contextual information in case-based lesson structure enabled students to understand the interrelationships and connect the information into better representations, which helped the inference-making process. (Contains 14 references and 7 tables.) (Author/SWC)

ED 397 814 IR 018 002

Liang, Chaucer Chaoyun; And Others
The Reality of Corporate Education.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Corporate Education; Cultural Influences; Decision Making; Evaluation Criteria; Evaluation Methods; *Instructional Development; Needs Assessment; Political Influences; Social Influences; *Theory Practice Relationship
IDENTIFIERS- *Conceptual Frameworks; Model Building; *Priorities

This study examines the gap between instructional development (ID) theory and practice, then proposes a conceptual framework to illuminate how expert ID practitioners work in the corporate demands and pressures. Discussion includes the emerging tension between learner-oriented and content-oriented instruction trends in learner-centered instruction; the role of learner characteristics, learner involvement, and individualized instruction in Gagne's work; the emerging role of context in instructional design theory trends in context-centered instruction; the generic nature of Gagne's design theory and the de-emphasis of rooting design in a single context; the continuing dominance of Gagne's learning conditions, outcomes-based design, pre-design analysis, and Events of Instruction which provide a framework for creating those external conditions that promote learning; and the stability of Gagne's orientation to practice. (Contains 27 references.) (AEF)

ED 397 829 IR 018 017

Rieber, Lloyd P.; And Others
Feedback and Elaboration within a Computer-Based Simulation: A Dual Coding Perspective.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comprehension; *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; *Feedback; Higher Education; Interaction; *Motion; Qualitative Research; Scientific Concepts; Statistical Analysis; Verbal Stimuli; Visual Stimuli
IDENTIFIERS- Computer Animation; *Dual Coding Theory; *Interactive Systems; Newton Laws of Motion; Visual Displays

The purpose of this study was to explore how adult users interact and learn during a computer-based simulation given visual and verbal forms of feedback coupled with embedded elaborations of the content. A total of 52 college students interacted with a computer-based simulation of Newton's laws of motion in which they had control over the motion of a simple screen object--a ball. Two simulation conditions were studied, each differing in how the feedback of the ball's speed, direction, and position was represented: visual feedback consisted of animated graphics and verbal feedback consisted of numeric displays. In addition, half of the simulations were supplemented with elaborations of the content modeled by the simulation in order to investigate how to promote referential processing, a key component of dual coding theory. Results showed significant differences for both the use of the elaborations and simulations containing visual feedback in helping subjects gain both tacit and explicit understanding of the science principles. In addition to the quantitative analysis, a qualitative analysis was conducted with 12 additional subjects. (Contains 23 references.) (Author/AEF)

ED 397 830 IR 018 018

Robinson, Rhonda S.; Koos, Marybeth
An Exploration of the World Wide Web: Art Images and Visual Literacy.
PUB DATE- 96
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the

cognitive learning style testing of 107 United States Air Force cadets and officers. The investigation set out to determine whether a multidimensional construct for individuals could be identified, allowing instruction to be adapted to meet the learning needs of students more specifically. In particular, it focused on the relative influence of cognitive learning style on computer utilization and information processing, since these skills are required of most Air Force officers in their work. Results of this study provide a "first look" at previously undocumented information about comparisons of three learning style inventories, the Group Embedded Figures Test (GEFT), the Gestalt Completion Test, and the Kolb Learning Styles Inventory II '85 (LSI 1985). Results compare the Air Force sample's levels of computer expertise with that of the population at large, and explore the number of people tested who display a tendency for field independence and cognitive flexibility. Further investigation of a larger and more representative population from public university settings may well be necessary. Comprehensive data tables and charts show the study results graphically. The paper also includes a profile of "the Air Force officer of today and tomorrow." (Contains 69 references.) (SWC)

ED 397 847   IR 018 035

Wilson, Brent; Ryder, Martin
Dynamic Learning Communities: An Alternative to Designed Instructional Systems.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Computer Mediated Communication; Educational Needs; Group Discussion; Group Instruction; Inservice Education; *Instructional Design; *Instructional Innovation; Interaction; *Learner Controlled Instruction; *Learning Strategies; Personal Autonomy; Student Participation; *Student Role; Teaching Methods
IDENTIFIERS- Collaborative Learning; *Dynamic Learning System; Listservs

Dynamic Learning Communities (DLCs) offer an alternative approach to the traditional Instructional Design (ID) format for learning. This paper outlines the concept of a dynamic learning community as an alternative to teacher-controlled or pre-designed instructional systems. DLCs are groups of people, who form a learning community generally characterized by distributed control, commitment to generation and sharing of new knowledge, flexible and negotiated learning activities, autonomous community members, high levels of interaction, and a shared goal or project. A number of features emerge in DLCs. Positive features include: the capacity to adapt and evolve, creativity and innovation, the crossing of traditional boundaries, the appreciation of diversity and multiple perspectives and member input in diagnosing and addressing groups' learning needs. Short-term inefficiencies and lack of predictability can be serious drawbacks, however. Three scenarios are observed where DLCs are beginning to take root: workplace learning, academic culture, and Internet discussion enhancement of the PJC degree audit system, an in-house advising and graduation check software. Appendixes provide a copy of PJC's philosophy and mission and a list of long-term strategic goals through 1997-98. (TGI)

ED 397 866 JC 960 459

Pensacola Junior College Strategic Plan, 1993/94-1997/98.
PUB DATE- 31 Aug 94
NOTE- 48p.; For related documents, see JC 960 458-460. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Environment; *College Planning; Community Colleges; *Educational Improvement; Educational Strategies; Institutional Mission; *Organizational Objectives; School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Pensacola Junior College FL

This report presents the strategic plan for Pensacola Junior College (PJC), in Florida, for the 5-year period from 1993-94 to 1997-98, describing college planning processes and goals for the period. Following a list of strategic planning committee members, PJC's philosophy and mission and the state mission for community colleges are presented and 11 strategic goals for the period are listed. Next, an introduction to the planning process and a description of the approach used in the process is presented and an analysis of internal and external features is provided, focusing on major institutional strengths, weaknesses, opportunities, and possible threats to the attainment of institutional goals. Following a list of 12 planning assumptions, the 5-year plan is presented, a detailed description of corresponding activities or objectives associated with the college's 11 strategic goals. The annual process for monitoring and updating the strategic plan is then examined. The report concludes with a discussion of the role of faculty in strategic planning, the importance of providing clear guidelines to individual campuses, and the need to increase the emphasis placed on research and evaluation to provide a firm base for decision making. A list of major initiatives from PJC's previous 5-year strategic plan is attached. (TGI)

ED 397 867 JC 960 460

Institutional Accountability Plan and Progress Report. Year 1 Report.
PUB DATE- 31 Aug 94
NOTE- 77p.; For related documents, see JC 960 458-459.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Legislation; *Educational Strategies; Institutional Mission; *Organizational Objectives; *Outcomes of Education; School Effectiveness; Strategic Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Pensacola Junior College FL

This institutional accountability plan and progress report for Pensacola Junior College (PJC) in Florida establishes institutional goals for 1995-96 to 1999-2000 and presents data on accountability outcomes measures for 1992-93. The report is submitted to the State Board of Community Colleges (SBCC) in

ED 397 885 JC 960 487

Hale, Camille
The Tech Prep Articulation Agreement, Lewis-South Thurston Consortium.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Core Curriculum; *Curriculum Design; *Early Childhood Education; High Schools; *Integrated Curriculum; Partnerships in Education; Portfolios (Background Materials); *Program Design; Tech Prep; Two Year Colleges

Early Childhood Education (ECE) Tech Prep is a partnership among Washington's Centralia College, secondary schools, business, and the community to prepare students and workers through logically sequenced courses leading to successful transition from high school to postsecondary education and/or work. This articulation agreement describes goals and methods used in the ECE Tech Prep project. First, the vision, mission, and goals of the project are detailed, indicating that the project seeks to provide an integrated, competency-based curriculum; a clear pathway from secondary to postsecondary education; articulated courses that lead to a community college ECE certificate or associate degree; and preparation for careers in ECE. Next, the actual agreement is presented, describing the project's statement of intent and policies related to equal opportunity, the articulation of course content, postsecondary entrance requirements, the mandatory use of competency portfolios for students seeking entrance into postsecondary institutions, the postsecondary degree program application procedure, the recording of tech prep credits on postsecondary transcripts, and the role of secondary and postsecondary ECE instructors. Appendix A provides a checklist of ECE competencies in the areas of health, safety, and nutritional needs; observation, assessment, and recordkeeping; cultural and individual diversity; and child guidance. Appendix B provides ECE Tech Prep recommend courses, and Appendix C presents a sample application for tech prep college credit. (BCY)

ED 397 886 JC 960 488

Meier, Werner; And Others
Results-Based Management for Human Resource Development Projects: The Results-Based Management Study Report.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- Mar 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Planning; Foreign Countries; International Education; International Programs; *Management Systems; Pilot Projects; Program Development; Program Implementation; *Systems Approach; Two Year Colleges
IDENTIFIERS- Canada; *Results Based Management

In response to a growing shift from management by activity to results-based management systems, the Association of Canadian Community Colleges (ACCC) undertook a study to identify issues,

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Educational Benefits; *Honors Curriculum; *Outcomes of Education; Program Effectiveness; Salaries; *Student Attitudes; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study was undertaken at William Rainey Harper College in Illinois to determine the effect of the college's Honors program on students who had completed at least one Honors course from spring 1990 to spring 1995. Questionnaires were mailed to 372 students, representing 547 enrollments in 23 different courses and 16 different disciplines. Study findings, based on responses from 165 former students, included the following: (1) compared to the general student population at the college, Honors students were more likely to be younger and female and less likely to belong to a minority group; (2) 45% of the former Honors students were employed full-time, 34% were employed part-time, 5% were unemployed, and 16% were not employed by choice; (3) the average full-time salary of former Honors students was $28,500, compared to $25,700 for all recent former students; (4) 72% had continued their education after leaving the college and 37 had achieved a bachelor's degree, compared to 65% and 31%, respectively, for all former students; and (5) with respect to improvements in six skill areas as a result of the Honors course, 58% cited improvements in self-esteem and 81% thought that they had at least somewhat improved in all areas. The survey instrument is appended. (BCY)

ED 397 905 JC 960 514

Lucas, John A.; And Others
Follow-Up Study of Recent Harper College Graduates--Focus on Evaluation of English Courses. Volume XXIV, Number 11.
PUB DATE- Nov 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; *College English; *College Graduates; Community Colleges; Followup Studies; Graduate Surveys; Outcomes of Education; *Participant Satisfaction; Student Attitudes; *Student Placement; Two Year Colleges
IDENTIFIERS- William Rainey Harper College IL

In spring 1995, William Rainey Harper College in Illinois surveyed graduates from 1994 to determine their current status, the frequency with which they used cognitive skills, the degree to which they were prepared in the skills, and their evaluation of their placement in English courses. Of the 1,437 graduates from 1994, a random sample of 471 were surveyed, with 375 returning completed questionnaires. Study findings included the following: (1) for graduates who were transfer majors, 67.3% had transferred, 37.2% were employed full-time, and 27% were employed part-time; (2) for graduates who were career majors, 16.5% had transferred, 67.6% were employed full-time, and 18.6% were employed part-time; (3) of seven different cognitive skills listed in the survey, the most frequently used skill cited by students was problem-solving, while the only other skill that respondents reporting using more than occasionally established in 1995; and (9) NHTC&IS appropriations totaled $48,723,886, of which $2,708,664 came from capital funds, $18,614,087 came from the general fund, $19,476,135 came from tuition and fees, and $7,925,000 came from other revenue. (MPH)

ED 397 924 JC 960 555

Projected 1996-97 Cost Allocation Summary, Wisconsin Technical College System.
PUB DATE- Aug 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Budgets; College Planning; Community Colleges; *Educational Finance; *Enrollment Rate; *Full Time Equivalency; Full Time Students; Operating Expenses; *Program Costs; *Resource Allocation; Statewide Planning; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Designed for use in calculating the distribution of state aid to colleges in the Wisconsin Technical College System (WTCS) and in preparing financial and enrollment reports, this document provides a summary of projected cost allocations for the WTCS for 1996-97, derived from data submitted by the colleges on cost allocation schedules. Following a brief foreword, college and statewide data is provided in the following four sets of tables: (1) summaries of college operational costs and total budgets, total expenditures and revenues by college, staff types and costs by college, materials fees and full-time equivalent (FTE) student enrollments by college, and statewide costs and FTE enrollment by aid category; (2) projected FTE costs by college by aid category, including college parallel education, associate degree programs, vocational programs, vocational-adult programs, community services, and total costs; (3) FTE students and costs by college for the instructional divisions of agriculture, business, graphics, home economics, industrial, service and health, technical, television, general education, and total costs; and (4) statewide FTE enrollment and operational cost percentages, cost ratios per FTE student, and FTE student enrollment percentages by instructional division and aid category. The report indicates that, statewide for 1996-97, total operational costs will be $559,942,700; the number of FTE students will be 57,225; the average cost per FTE student will be $9,785; and the ratio of cost per FTE ratio will be 1. (MAB)

ED 397 925 JC 960 556

Data and Characteristics of the Illinois Public Community College System.
PUB DATE- Jul 96
NOTE- 168p.; For the 1995 report, see ED 390 494. Some tables contain small type which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *College Faculty; College Programs; Community Colleges; Construction Programs; Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; *Institutional Characteristics; School Personnel; State Surveys; *Student Characteristics;

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Beliefs; *Child Advocacy; Child Health; *Childhood Needs; Children; *Childrens Rights; *Child Welfare; Churches; *Church Programs; *Church Role; Religious Education
IDENTIFIERS- Bible; Project Head Start

This guide is intended to help church congregations develop and/or strengthen plans for children's ministries and child advocacy. Specifically the work aims to affirm children's growth, discoveries, and experiences and to provide strategies to congregations for helping children whose physical, emotional, social, economic, and educational conditions are depriving them of the opportunity to develop their God-given potential. Following an introduction on the need for such advocacy, section one of the guide explores "Looking at Children through the Eyes of Faith" by means of sermons, Bible study, reflection, prayers, poems, stories, and song. This section also provides examples of children in the Bible and suggestions for children's Sabbath and children's day celebrations. Section two urges, "Making a Difference for Children--Step By Step," and details nine steps for involving a congregation in helping children. Section three provides a four-part format for a "study into action program" and areas for focus such as child care, Head Start, education, vulnerable children and families, homelessness, housing, maternal health, child health, youth development, teen pregnancy prevention, and family income issues. Section four is entitled, "Children of Every Nation," and focuses on providing a global perspective on children's issues. Section five, "Giving Voice to the Voiceless," guides users in advocating for children in the political arena. Included are descriptions of policies and programs vital to children's interests, and effective methods of communication with government officials. Section six provides resources to aid in the fight to help children, including congregational model programs, national faith-based efforts, faith-based public policy organizations, and sources of information for specific issues affecting children. (SD)

ED 397 945 PS 024 259

Martinello, Marian L.; And Others
Changes in Children's Questioning during Guided Co-inquiry with Mentors.
PUB DATE- Apr 96
NOTE- 58p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Brainstorming; *Children; Experiments; Imitation; *Inquiry; Journal Writing; *Mentors; Metacognition; Modeling (Psychology); Observational Learning; Pilot Projects; *Questioning Techniques
IDENTIFIERS- Feuerstein (Reuven); *Graphic Organizers; Mediated Learning Experience

This pilot study explored the characteristics of children's co-inquiry with a mentor and the changes occurring in their questioning with prolonged engagement in mediated inquiry. Six graduate students, who were practicing teachers, acted as mentors to individual students for inquiry into child-selected topics for 10 weeks. Children ranged in age from 5 to 13 years and were from a variety of ethnic and socioeconomic groups. Strategies used by the mentors included brainstorming to

PUB DATE- 96
NOTE- 75p.; Contains numerous photographs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Cross Cultural Studies; Culturally Relevant Education; Day Care; Educational Environment; *Educational Quality; *Foreign Countries; *Preschool Education; Program Descriptions; *Young Children
IDENTIFIERS- Asia (East); Asia (South); Pacific Islands; *Quality Indicators; Sri Lanka; Stakeholders; UNICEF; Vietnam

This issue of the Coordinator's Notebook focuses on the quality of Early Childhood Care and Development (ECCD) programs. The bulk of the issue is devoted to an article "Quality in ECCD: Everyone's Concern" (Judith Evans), which reviews the need for a definition of high quality in ECCD programs and discusses how diverse stakeholders define quality. This article also proposes a process of determining locally-relevant criteria for quality that reflects indigenous cultural values and aspects of child development that have been universally validated through cross-cultural research, and presents a series of program examples that define and specify indicators of quality. Also included in this issue are regional profiles of UNICEF-supported ECCD programs in South Asian, East Asian, and Pacific nations (Sheldon Schaeffer). Early Childhood Care and Development programs from Sri Lanka and Viet Nam are detailed. A "Network Notes" section includes letters to the editor, information on the activities of regional networks, international organizations, upcoming international meetings, available publications and videotapes, and a calendar of events. Contains 38 references. (KDFB)

ED 397 964 PS 024 377

Early Childhood Care & Education: Basic Indicators on Young Children.
PUB DATE- 95
NOTE- 25p.; Printed as a single sheet, 23 inches by 33 inches.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- Adult Literacy; Birth Rate; Day Care; Demography; Drinking Water; *Early Childhood Education; Enrollment Rate; Foreign Countries; Health Services; Infant Mortality; Mortality Rate; Nutrition; Preschool Education; *Quality of Life; *Social Indicators; Water Quality; Water Resources; *Well Being; *Young Children
IDENTIFIERS- Gross National Product; UNESCO

This document provides information on eleven basic indicators of the well being of young children, their families, and communities worldwide. It consists of two parts: The first summarizes information on the importance of the early childhood period for children, the education system, and parents; describes the organization of efficient early childhood education programs; presents principles for early childhood education activities; defines major terms used in compiling statistics; and discusses the variety of ways in which early childhood education needs may be met and the collective responsibility of nations for their children's development and environment. The second part is a chart delineating worldwide statistical information on the "Basic Indicators on Young Children" in the child, family, community, and education areas. The wall-size chart lists the following information for each of the Model Family Needs Assessment Instrument: Recommendations for Use in the State of North Carolina" (S.J. Shepard); (6) "An Analysis of Parent Involvement: The Impact on Head Start Families" (D.S. Lutz); (7) "An Analysis of Head Start Support Programs for Contemporary and Future Families" (D. Jackson); (8) "Increasing Social Competence in Young Children" (B.B. Sherman); (9) "Inclusion of Infants and Toddlers in Head Start Programs" (F.P. Riddick); (10) "Head Start Children and Their Academic Achievement through First Grade" (M.L. Harris): (11) "Teachers' Attitude and its Effect on Parental Participation in Head Start Programs in North Carolina" (M.F. Davis); (12) "The Knowledge and Attitudes of Head Start Staff and Parents toward Children with Blood Borne Pathogens" (G.M. Bond); (13) "Parents' Perceptions of the Parent Child Centers in North Carolina" (P.B. Banks); and (14) "Changes in Quality of Life due to Parent Participation in Head Start" (P.P. Holley). The monograph concludes by describing the North Carolina Central University Human Development and Family Studies program. (KDFB)

ED 397 981   PS 024 442

Hawkins, Mary Louise; Graham, M. Dolores
Curriculum Architecture: Creating a Place of Our Own.
PUB DATE- 94
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Cognitive Style; *Curriculum Design; *Curriculum Development; *Educational Change; Educational Philosophy; Educational Planning; Educational Principles; *Intermediate Grades; Junior High Schools; *Middle Schools; Relevance (Education); *Student Needs; Youth
IDENTIFIERS- National Middle School Association

Curriculum is not a naturally occurring substance but is created, and has a framework that outlines its nature. Many professionals, such as architects, use frameworks or designs in order to define the nature of what they will create. This monograph asserts that curriculum architecture should be debated, changed, and created to take form from the human mind. The chapters in the monograph are: (1) "The Change Imperative," asserting that it is time for educators to embrace change and exploring how students have changed over the past 20 years; (2) "The Reasoned Imperative," detailing rituals of schooling and newer educational principles; (3) "The Direction of Change" asserting that the purpose of education has changed; (4) "Architecture," calling for a new metaphor for education, discussing four categories of educational reformers--revolutionaries, revisionists, reductionists, and reactionaries--and discussing ways of defining curriculum and creating a "curriculum architecture" using Holman Elementary School in St. Louis County (Missouri) as a model; (5) "Pitfalls," on situations in which design issues were determined in an inappropriate decision-making process; (6) "Living in the Question," dealing with issues of tracking, level of teaming, equity, retention, and standardized test scores; (7) "Getting Started," outlining 13 steps for curriculum design and change; and (8) "Taking an Individual Path," on maintaining equilibrium in the midst of those who say change cannot be accomplished.

to handle the complicated educational issues that are emerging. To be successful, all efforts must recognize and consider three realities: the continuing migration of families and students into the United States in search of a better life; the educational background of Mexican immigrant children; and the rapidly evolving economy, society, and culture of border areas. This report presents a brief history of the Mexican educational system, including efforts at reform. Existing and emerging cross-border education agenda are summarized, including bilingual education and the shortage of bilingual teachers, curriculum alignment and credentialing, distance education technology, cultural exchange and understanding, social and health services, and special education. It outlines some of the current efforts to deal with these issues by federal and state governments, higher educational institutions, businesses, and the Southwest Educational Development Laboratory. The report concludes that border issues will eventually affect much of both countries and that solutions will require drawing upon the strengths of each. (RAH)

ED 397 998   RC 020 485

Francis, David; Henderson, Paul
Community Development and Rural Issues. Community Development Briefing Paper No. 6.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Citizenship Responsibility; *Community Action; *Community Development; Community Education; Community Role; Community Services; Foreign Countries; *Quality of Life; *Rural Areas; Social Responsibility; Sustainable Development
IDENTIFIERS- Environmental Problems; *United Kingdom

Rural poverty and wide-ranging environmental concerns are some of the problems driving a growing public debate on rural issues across the United Kingdom. This briefing paper assesses the contribution that a community development approach can make to these issues. Rural areas have a long history of collective action, from farm families helping each other at harvest time to communal efforts to provide village services, schools, carnivals, and drama events. Recent decades have seen increasing outside efforts to influence policies, decisions, and trends that threaten local areas, such as school closings, environmental issues, and large new housing developments. The role and challenge of community development is to reinforce local collective action where it is already occurring, and encourage more communities to acquire the confidence and skills to take collective action. Chapters set the rural context; identify broad trends related to rural population, changing employment, declining services, the market economy, and rural-urban conflicts about the environment; provide examples of effective community work around village services, schools, community centers, housing, economic development, village appraisals, and environmental action; and identify the main agencies and programs in England, Wales, Scotland, and Northern Ireland. The booklet concludes by recommending consolidation of the community work occupation; promotion of a community approach; appreciation of the Europe-wide perspective; a reappraisal of values; development of political responsibility and citizenship; and adoption of a more strategic approach. Contains 19 references and 29 organizational contacts in the United Kingdom and Europe. (TD)

Schauffler); "Studying Immigrant Adaptation from the 1990 Population Census: From Generational Comparisons to the Process of 'Becoming American'" (Charles Hirschman); "Today's Second Generation: Evidence from the 1990 Census" (Leif Jensen, Yoshimi Chitose); "The Households of Children of Immigrants in South Florida: An Exploratory Study of Extended Family Arrangements" (Lisandro Perez); "The Crucible Within: Ethnic Identity, Self-Esteem, and Segmented Assimilation among Children of Immigrants" (Ruben G. Rumbaut); "Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City" (Mary C. Waters); and "Social Capital and the Adaptation of the Second Generation: The Case of Vietnamese Youth in New Orleans" (Min Zhou, Carl L. Bankston III). Contains approximately 215 references and an index. (SV)

ED 398 015 RC 020 669

Christenson, Howard B.
Cloverdale: A Salute to One-Room School Teachers.
PUB DATE- 86
NOTE- 195p.; Copyright held by the author. "Manufactured by Apollo Books, 107 Lafayette St., Winona, MN 55987."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational History; Elementary Secondary Education; Higher Education; *One Teacher Schools; Reminiscence; Rural Education; *Rural Schools; School Closing; School Community Relationship; *Teacher Attitudes; Teacher Education; *Teacher Persistence; *Teacher Retirement; Teacher Role; Teacher Student Relationship; Teaching (Occupation); *Teaching Experience
IDENTIFIERS- *Wisconsin (West)

This book describes the experiences of 26 retired rural school teachers from western Wisconsin. The book was inspired by the community solidarity of the Cloverdale Community Club (Wisconsin) in maintaining the old Cloverdale School building. Cloverdale School was a typical one-room rural school, built in 1857 and closed by the consolidation process in 1962. The former rural school teachers reminisce about their teaching experiences in Cloverdale school; their education and preparation for teaching; their motivation for entering the teaching profession; their relationships with parents, students, school board members, and supervisors; the hardships and joys of being a rural school teacher; extracurricular activities that were expected of the rural school teacher; the challenges of covering a wide range of subjects and meeting the needs of students; discipline problems; their opinions about prayer in school; and finally, their opinions on consolidation, which virtually abolished one-room schools. When they began teaching, most rural school teachers were barely 2 years older than some of their students. Most teachers had received a year's training to prepare for instructing students in grades 1-8 in reading, arithmetic, history, geography, grammar, physiology, penmanship, spelling, art, music, and physical education. The schoolhouse did not have electricity and to heat the near-freezing room, a fire had to be built before the students arrived. In addition, water was carried daily from a nearby well. On average, teachers were paid $75 a month of which they gave $18 a month for room and board with a local family. Despite the hardships of teaching in a one-room rural school, teachers focused on the joys of teaching and their own love of learning that influenced their extensive teaching

ED 398 032 RC 020 688

Shulha, Lyn M.; Piker, Jeffry
Can Program Evaluation Rescue Service Learning?
PUB DATE- 95
NOTE- 27p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; *Experiential Learning; Foreign Countries; Higher Education; Nontraditional Education; *Program Evaluation; *Program Termination; School Community Programs; *Service Learning; *Teacher Education Programs
IDENTIFIERS- Community Service; *Queens University of Kingston (Canada)

This chapter describes the history and demise of the service-learning component of a teacher education program. Beginning in 1968, service learning was a self-directed, community-based program within the student-teaching practicum at Queen's University, Kingston, Ontario. Students were responsible for matching their learning needs with placement opportunities within the community and then providing at least 30 hours of service. By the late 1980s, program staff were exploring innovations to deepen the role of service learning in professional development, but were also struggling to defend program legitimacy and relevance to teacher education. An evaluation of the program in 1990 showed that it was meeting its mandate and confirmed that students valued self-directed, experiential opportunities as part of their professional preparation. Nevertheless, the program was terminated after 24 years of operation. Program structure and history show that the major factor in termination was pressure for budget reductions based on severe cutbacks in funding to universities. In retrospect, it is suggested that the evaluation neglected to appreciate the struggles of an organization under pressure to down-size and conserve; to address the concerns of all stakeholders involved; to identify contributions to organizational restructuring that could be made by service learning; and to examine the benefits and losses to the university should the program be terminated. Recent developments in evaluation practice encourage careful consideration of the structural, cultural, and political elements of organization; the context these elements provide for programs; and the experiences and information that may be necessary if organizations are to learn from evaluation data. Care should be taken to investigate the purposes that can best be served by evaluation, and to identify the methods of inquiry that will adequately serve those purposes. (Contains 10 references.) (TD)

ED 398 033 RC 020 689

Rasberry, Gary William
Science and Magic: A Lesson in Photosynthesis.
PUB DATE- 95
NOTE- 27p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Cognitive Style; *Educational Experience; *Educational Philosophy; Essays; Experiential Learning; Foreign

reproduce the stories told during the video and are fully illustrated. During activities, interesting situations provide opportunities to develop language and communication skills in a mathematical context. (MKR)

ED 398 051 SE 057 919

Project 2061. Science Literacy for a Changing Future: A Decade of Reform.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Futures (of Society); Mathematics Education; Science Curriculum; *Scientific Literacy; Technology Education
IDENTIFIERS- *Project 2061 (AAAS); Reform Efforts

In June 1985, the American Association for the Advancement of Science launched a long-term effort to reform science, mathematics, and technology education for the 21st century. This effort, Project 2061, took into account all students, grades, and aspects of the K-12 education system and focused on science literacy rather than the more narrowly construed science disciplines. This booklet describes Project 2061 and documents its progress over the last decade. Contents include: (1) "A New Vision of Science Education"; (2) "Defining Science Literacy"; (3) "Help from School-District Teams"; (4) "Establishing Benchmarks; (5) Project 2061 and National Standards; (6) Rethinking the Curriculum"; (7) "Reforming the System"; (8) "Science Literacy for a Changing Future"; (9) "National Council on Science and Technology Education"; (10) "Project 2061 Staff"; and (11) "For Further Help." (JRH)

ED 398 052 SE 057 988

MacGuire, Susanne; Halpin, Glennelle
Factors Related to Persistence in Engineering: Results of a Qualitative Study.
PUB DATE- Nov 95
NOTE- 45p.; Paper prsented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; Higher Education; *Majors (Students); School Holding Power; Secondary Education; Student Adjustment
IDENTIFIERS- Auburn University AL

This paper describes a qualitative study regarding the problem of retaining students in college engineering programs where roughly 50% of students drop out. The study focuses on interviews of students who participated in the pre-engineering program at Auburn University in Alabama. Twenty-four students were interviewed representing the sub-groups males and females, African Americans and Caucasians, as well as students persisting in engineering and those switching to another course of study. Deciding factors for "switching students" included program difficulty, study skills, coping skills, and a lack of familiarity with the work of an engineer. Factors for those "persisting" in engineering were intention to stay in engineering, determination, self-regulating behaviors, coping

Jaramillo, James; Brown, Jonathan Caius
Arriving at the Pythagorean Theorem.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Formation; Constructivism (Learning); *Geometry; High Schools; Lesson Plans
IDENTIFIERS- *Pythagorean Theorem

This lesson plan uses group activity and manipulative materials to teach English-speaking students (ages 15-16) of diverse ethnic backgrounds an operatonal understanding of the Pythagorean Theorem. It is based on theories of constructivism and holism and includes teacher instructions, discussion questions, a retrospective vision, and an ancillary problem. (MKR)

ED 398 073 SE 058 760

Borasi, Raffaella
Reconceiving Mathematics Instruction: A Focus on Errors. Issues in Curriculum Theory, Policy, and Research Series.
PUB DATE- 96
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Instruction; *Misconceptions; Teaching Methods

Significant instructional changes in mathematics will be achieved only if each educator involved with school mathematics engages in a personal rethinking of various aspects of mathematics instruction and identifies some concrete ways in which his or her current practice could be modified to reflect the results of such rethinking. This book is intended to support educators in such a challenging enterprise by focusing attention on errors and their use in mathematics instruction. Chapters include: "Reconceiving Mathematics Education within an Inquiry Framework"; "Alternative Views on Errors"; "Errors and the History of Mathematics"; "Unlocking the Potential of Errors to Stimulate Inquiry within the Mathematics Curriculum"; "Capitalizing on Errors in Mathematics Instruction: A First Analysis"; "Capitalizing on Errors in Mathematics Instruction: A Teaching Experiment"; "Capitalizing on Errors in Mathematics Instruction: Examples from the Classroom"; "Errors as Springboards for Inquiry and Teacher Education"; "Creating a Learning Environment Supportive of Inquiry". Appendices include a summary of categories, codes, and abbreviations; and abstracts of error case studies. Contains 153 references. (MKR)

ED 398 074 SE 058 772

Robinson, George B.; And Others
Discover a Watershed: The Everglades.
PUB DATE- 96
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Washington, D.C.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; *Cultural Exchange; *Cultural Images; Cultural Traits; *Culture; Culture Conflict; Culture Contact; Environment; History; Interdisciplinary Approach; Literature; North American History; Secondary Education; Social Studies; *Stereotypes; *United States History
IDENTIFIERS- United States (West)

This curriculum unit analyzes the common cultural images people have about the western United States and how incomplete those images are. The lessons are divided into five sections. The first section, "Investigating Images and Assumptions," presents four lessons to engage students in beginning the examination of their images and assumptions about the West. The second section, "Coming Into The Country," presents five lessons that look at the convergence of cultures in the West. The four lessons in the third section, "Examining and Demythologizing the Mythic West," involve students in examining fiction and film as a means of demythologizing the mythic West. "Variables of Culture," section four, explores the conflicts and cooperation that result from culture contact. The final section, "The West as Region: Place, Landscape, and Environment," presents six lessons that examine the West as region, looking at how western history and culture are shaped by the landscape. Each lesson is presented in a standard format, opening with a brief introduction followed by objectives and an estimate of how much class time the lesson will require and information about the materials and preparation needed to use the lesson. Step-by-step procedures for using the lesson are then provided. Some lessons include teacher background information or ideas for activities that will extend and enrich the learning. Masters for student handouts are provided. (EH)

ED 398 096   SO 026 313

Bataille, Gretchen M.; And Others
Ethnic Studies in the United States: A Guide to Research. Garland Reference Library of Social Science Volume 923.
PUB DATE- Mar 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Area Studies; *College Curriculum; College Programs; Colleges; Directories; *Ethnic Groups; *Ethnic Studies; Higher Education; Intercultural Programs; *Minority Groups; Subcultures

This book provides brief descriptions of over 800 ethnic studies programs or departments in U.S. colleges or universities. More than 600 ethnic-specific programs, mainly African American, are listed. Other such programs include Asian American, Chicano/Latino, Native American, and Puerto Rican studies, as well as programs in Jewish studies, Portuguese studies and others. The entries include program titles, addresses, phone numbers, and a brief description of the degree offered and the special features of each program. An introduction to the history of ethnic-studies programs and a bibliography provide additional resources for users, as does a listing of journals reading; these discussions were audiotaped during the 90-minute tutoring sessions held each week for 2 months in 1995. Findings suggest that lack of background knowledge about the text topic may handicap the reader, as well as a reading misconception centered on knowledge-based rather than text-based processing. Questionnaires are appended. (Contains 33 references.) (NAV)

ED 397 664 FL 023 988

Dale, Margaret E.
The Nature of Culture Shock: Ideas for Lower Level Students.
PUB DATE- Jun 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Classroom Techniques; *Communicative Competence (Languages); *Culture Conflict; *English (Second Language); Introductory Courses; Learning Processes; *Limited English Speaking; Second Language Instruction; Second Language Learning

A review of literature shows that culture shock is a complex phenomenon characterized by discomfort and anxiety resulting from difficulty in interacting in an unfamiliar social and communicative context. Difficulty arises not from unfamiliar "rules" of behavior but from the intangibility of differences in cultural values, expectations, and roles. It occurs on the part of both host and foreign visitor. Physiological changes are not uncommon, and may include fatigue from heightened stimulation. Some researchers suggest that culture shock is closely related to language learning, and that it is a necessary step in gaining communicative competence in the host language. Learning linguistic skills alone is not adequate for either alleviating culture shock or achieving communicative competence. Teaching about culture shock appears to enable people to cope better with it, and teachers of English as a Second Language often use simulation, mini-drama, study of literature, reading units, and/or discussion as teaching techniques. A number of classroom activities addressing aspects culture shock are suggested, particularly for students at lower levels of English language instruction. Contains 15 references. (MSE)

ED 397 665 FL 023 989

Scarcella, Robin C.; Oxford, Rebecca L.
The Tapestry of Language Learning: The Individual in the Communicative Classroom.
PUB DATE- 92
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Cultural Awareness; Educational Strategies; *English (Second Language); Grammar; Individual Differences; *Instructional Materials; *Integrated Activities; *Language Skills; Listening Skills; Reading Skills; Second Language Instruction; Skill Development; Speech Skills; Writing Skills

The analogy of a tapestry is used to provide instructional

ED 397 684 FL 024 011

Minicucci, Catherine
Learning Science and English: How School Reform Advances Scientific Learning for Limited English Proficient Middle School Students. Educational Practice Report: 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Case Studies; Change Strategies; Educational Change; *English (Second Language); *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Limited English Speaking; Mathematics Education; Middle Schools; *Organizational Change; Program Design; *Science Education; Teacher Supply and Demand; Transitional Programs
IDENTIFIERS- *Middle School Students; *Sheltered English

Findings from a 4-year study of exemplary science and mathematics programs for middle school students with limited English proficiency (LEP) are presented. The four programs described here provide stimulating mathematics and science curricula through instruction in either the students' native language or in English using sheltered techniques. Common program characteristics include these: (1) all were manifestations of larger national and state-level efforts to improve mathematics and science instruction; (2) the exemplary science and mathematics programs took place in a broader context of school restructuring; and (3) well-conceived and well-implemented language development programs for LEP students were crucial to program success, and included qualified faculty, multiple-program pathways for transition to English, and support for transitioning students to all-English instruction. Contains seven references. (MSE)

ED 397 685 FL 024 012

Halliday, M. A. K.
Aims and Perspectives in Linguistics. Occasional Papers Number 1.
PUB DATE- Jul 77
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; *Grammar; *Linguistics; *Linguistic Theory; *Nouns; Scientific Methodology; Semiotics; Social Environment; Theory Practice Relationship
IDENTIFIERS- Australia; United States

The chapters in this book originated as open lectures and each reflects the occasion on which it was presented. The three chapters are: "Grammar, Society, and the Noun"; "The Context of Linguistics"; and "Ideas about Language." Chapters 1 and 3 were given as inaugural lectures that celebrated the foundation of new departments of linguistics. Chapter 2 was given at a roundtable discussion and relates to the particular stage of development of the study of linguistics in the United States at that time. Chapter 1 addresses language from the outside, with the focus on language in the social environment. It concludes that language cannot be interpreted without consideration of reports, and use of instructional media; and (9) student evaluation (prerequisite testing, norm-referenced testing, criterion-referenced testing, test construction, administration, and grading). A proposed teaching creed and an appendix with a sample syllabus and CIAS practice exercise are attached. (Contains 196 references.) (DB)

ED 397 703 HE 029 285

Engineering Research Centers: A Partnership for Competitiveness.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biotechnology; Educational Objectives; Educational Technology; *Electronics Industry; *Engineering Education; Federal Programs; Higher Education; *Industry; Information Industry; Interdisciplinary Approach; Manufacturing; *Research and Development; Resource Allocation; Science Education; *Scientific Research; *Systems Approach; Technological Advancement
IDENTIFIERS- *Engineering Research Centers; National Science Foundation

This publication consists of colorful data sheets on the National Science Foundation's Engineering Research Centers (ERC) Program, a program designed to strengthen the competitiveness of U.S. industries by bringing new approaches and goals to academic engineering research and education. The main elements of the ERC mission are cross-disciplinary and systems-oriented research, education and outreach, and industrial collaboration and technology transfer. Data sheets on each of the 20 ERCs are grouped into the following technological areas of emphasis: biotechnology and bioengineering; design and manufacturing; infrastructure; materials processing for manufacturing; optoelectronics: microelectronics and information technology; and resource use and recovery. Each data sheet typically includes the Center's name, associated institution, area of major emphasis, a summary of the research being done, summary of educational activities, summary of efforts in industrial collaboration/technology transfer, description of facilities, director's name, address, e-mail address, phone and fax numbers. (CK)

ED 397 704 HE 029 293

Restructuring Colleges and Universities: The Challenges and Consequences. Policy Papers on Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 96
NOTE- 20p.; This report is an edited transcript of a session at the 1995 ECS National Forum and Annual Meeting (Denver, CO, July 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Administrator Role; Budgeting; *Change Strategies; College Administration; College Faculty; College Students; *Cultural Context; *Curriculum Development; Educational Technology; Government School Relationship; Higher Education; *Resource Allocation; Role of Education; *School Restructuring; Social Change; Standards; Student Motivation

Private Colleges; *School Effectiveness; *School Holding Power; *Student Attitudes; Urban Universities
IDENTIFIERS- *AIR Forum; Barry University FL

A study at Barry University (Florida), a private, urban comprehensive university investigated factors in student retention. Demographic data, standardized test scores, and academic performance data were gathered for almost 3,000 students entering the university between fall 1991 and spring 1995. In addition, the students were surveyed on expectations during orientation classes, and again on satisfaction with college experience after 6 weeks of classes. Analysis of the data suggests that while institutional effectiveness as measured by first-semester grade point average (GPA) is an important factor in student retention, perceived institutional effectiveness, interpreted as consumer satisfaction with academic studies, business services, and student life, has only a modest influence on students' academic success and attrition. Even when "customer satisfaction" is given the broadest definition to include satisfaction with friends and off-campus social life, it has barely one-tenth the power of GPA alone to predict student persistence accurately. Therefore, while satisfaction can not assure retention, institutional strategies to improve students' academic performance and speed progress toward a degree may help improve persistence. (Contains 33 references.) (MSE)

ED 397 722 HE 029 322

Stark, Joan S.; And Others
Program Level Curriculum Planning: An Exploration of Faculty Perspectives on Two Different Campuses. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 59p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Faculty; College Outcomes Assessment; Comparative Analysis; *Curriculum Design; *Curriculum Development; Decision Making; Departments; Educational Change; Higher Education; *Institutional Research; *Peer Relationship; Planning; Private Colleges; *Program Development; State Colleges; *Teacher Attitudes
IDENTIFIERS- *AIR Forum

A study explored faculty views about curriculum planning in academic programs. Fifty-nine faculty members at two very different university campuses (one a small private college with a recent history of faculty-administrative strife, the other a large regional public university with a recently-mandated statewide curriculum review and anticipated assessment mandates) were interviewed concerning their assumptions about curriculum planning and the influences on them as they worked with colleagues in planning program curricula. Questions asked explored faculty beliefs about disciplines, students, and learning that influence faculty perspectives about course sequences, what constitutes a "coherent" academic plan for the program, how the curriculum rationale is communicated to students, steps taken and decisions made in adjusting curriculum, degree of change undertaken in recent years, and provisions made for assessing curriculum effectiveness. Results indicated that in comparison with course planning, program

(150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Cost Effectiveness; Data Collection; *Graduate Surveys; Higher Education; *Institutional Research; *Mail Surveys; Psychometrics; *Questionnaires; Research Methodology; Response Rates (Questionnaires); Sample Size; Statistical Analysis; Telephone Surveys
IDENTIFIERS- *AIR Forum; Cost Containment; *Survey Research

This paper describes empirically tested strategies for containing mailed questionnaire costs while maximizing survey response rates. Survey focus, critical to gaining respondent interest and completion of the survey instrument, should be selected on the basis of the theme of the study in order to reduce survey length and yield more in-depth and potentially useful information on selected topics. To help insure that the survey focus interests respondents, the appropriate study population should be carefully selected. Psychometric considerations should determine whether addressing a random sample or entire population is cost effective. Appearance and organization of the survey, as well as its form, style and presentation should be tailored to arouse the interest of the target group. The mailing process should include a premailing letter or phone call, an initial mailing, a postcard mailing, a second cover letter and replacement questionnaire, and a certified mailing or telephone follow-up. Two case studies revealing differential successes with variations to traditional survey research are reported and sample surveys are appended. (CK)

ED 397 741 HE 029 341

Peterson, Marvin W.
Enhancing Faculty Involvement in Institutional Research. A Collaborative Action Research Strategy. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 49p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College School Cooperation; *Conflict Resolution; *Critical Thinking; Data Collection; Higher Education; Individual Differences; Information Dissemination; *Institutional Research; *Interaction Process Analysis; *Interpersonal Competence
IDENTIFIERS- *AIR Forum

This paper focuses on the void in the literature on the methodology of institutional research and examines the complex process of interaction that occurs when an institution engages a faculty member or academic unit to assume primary responsibility for conducting a research project on behalf of the institution. A case study of a study conducted by a group of academic researchers under an agreement with the institutional research office is presented to illustrate: (1) issues resulting from conflicting perspectives of institutional management and academic research; (2) resolution of these issues; (3) academic and institutional benefits; and (4) critical lessons which help to assure that such collaborative efforts work. Issues raised include insufficient educational study's aims and methods, and a second chapter describes the ERASMUS program, its context and aims, program development over its history, and a profile of the former ERASMUS student. Subsequent chapters present the study's results in these areas: graduation and further study activities; prolongation of the total period of study; graduation; further study activities after graduation; employment and work; major activities after graduation; status of graduates at the third survey; employment status and sector; criteria of graduates when seeking employment; criteria of employers when hiring former ERASMUS students; applications and job offers in foreign countries; international contacts; use of competencies acquired abroad; self-rating of competencies; ways of keeping up contact and language proficiency; retrospective assessment of study abroad; assessment of current professional situation; and general satisfaction. A list of 22 ERASMUS monographs is attached. (MSE)

ED 397 759   HE 029 360

Cryer, Pat
The Research Student's Guide to Success.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- College Choice; College Faculty; Doctoral Dissertations; Educational Needs; Financial Support; Foreign Countries; Graduate Students; *Graduate Study; Guides; Higher Education; Interpersonal Competence; Life Style; Masters Theses; Proposal Writing; Recordkeeping; Research; *Research Projects; *Research Skills; School Registration; Stress Variables; Student Adjustment; Student Responsibility; *Student Role; Study Skills; *Success; Supervision; Supervisors; Teacher Role; *Teacher Student Relationship; Technical Writing; Theses; Time Management
IDENTIFIERS- *Final Examinations; United Kingdom

This practical guide offers a British perspective to beginning, pursuing, and completing a research degree and is designed to aid graduate students in addressing a wide range of new and unfamiliar roles, expectations, and needs. Some issues addressed are specific to foreign students. An introductory section describes the guide's rationale and structure. Subsequent chapters address these topics: registering for the research degree; preparing for the graduate student's way of life; settling in as a new research student; recognizing good research; interacting with supervisor(s); keeping records; planning ahead; managing self and time; taking responsibility for making progress; cooperating with others for mutual help and support; producing reports; giving presentations; landmarks, hurdles, and transferring from MPhil degree to the PhD; coming to terms with originality in research; developing skills for creative thinking; dealing with self-doubt; producing the thesis; preparing for conducting oneself in the examination; and what comes after the degree. A list of further readings, selected bibliography, references, and useful addresses are included. A subject index is included. (Contains 39 references.) (MSE)

ED 397 760   HE 029 361

Hygiene students enrolled full-time at a University School of Dental Medicine. Phase one of this project consisted of administering the Differential Aptitude Test: Space Relations Subtest to assess each subject's spatial ability. Individuals' scores were examined using a frequency distribution. Participants who ranked greater than the median were classified as having high spatial ability. Those scoring less than the median were placed in the low spatial ability group. Two HyperCard stacks were produced targeting the topic of Ergonomics in Dentistry. The stacks were designed with identical content but differed in information display; two window presentation styles were used. Subjects were randomly assigned by spatial ability level to one of the two treatment groups: tiled or overlapping displays. During phase two, each subject executed the corresponding computer-based tutorial program and completed an identical module test. The tiled and overlapping windowing environments appeared to have served as external memory devices to the user's internal memory source, thereby extending the participant's internal memory capability. Windows appear to alleviate, in part, the memory load of the learner by serving as "markers" of unfinished tasks. Subjects who demonstrated higher spatial ability skills obtained greater educational outcomes from the overlapped window formats. (Contains 31 references.) (Author/AEF)

ED 397 777 IR 017 965

Bateman, William E.
Reflections on the Interface Design of the Perseus Project.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; Computer Software Evaluation; Costs; Delivery Systems; Financial Support; Higher Education; *Hypermedia; *Instructional Material Evaluation; *Material Development
IDENTIFIERS- *Greece (Ancient); Greek Culture; Harvard University MA; *Interactive Systems

This paper describes the Perseus Project, an undertaking begun in the Classics Department of Harvard University devoted to the creation of a massive interactive hypermedia product on ancient Greek culture. The project is discussed in terms of its importance; contents; funding; development; delivery systems; future releases; costs; user acceptance and reaction; examples of the user interface; project evaluation; and mechanical advantage. A list of design recommendations for improving the Perseus interface is also included. (Contains 24 references.) (AEF)

ED 397 778 IR 017 966

Berkley, Jeannette; Cates, Ward Mitchell
Building Coping Skills on a Firm Foundation: Using a Metaphorical Interface To Deliver Stress Management Instruction.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the

technologies and individualized performance support systems to provide flexible training opportunities. It is more important for trainers to be able to use and evaluate new technologies than to be able to design them; program or system development is usually done by computer programmers or media specialists. Vendor-sponsored training and self-study methods are the primary sources of competency development in instructional technology. The major barriers to implementing instructional technology in training programs are lack of time and financial resources. Lack of compatibility between systems, management support, technical support, and trainer skills are also significant barriers. The study did not find a lack of trainee interest in using instructional technology or a lack of support for training efforts. Included are recommendations for practitioners and training providers. (Contains 18 references.) (Author/SWC)

ED 397 796 IR 017 984

Goodnight, Ron
Lifelong Learning for the 21st Century.
PUB DATE- 96
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Continuing Education; High School Equivalency Programs; *Industrial Training; *Inplant Programs; *Inservice Education; *Job Training; Lifelong Learning; Needs Assessment; Postsecondary Education; Professional Education; *Program Development; Refresher Courses; Remedial Instruction; *Retraining; Technological Advancement

The Lifelong Learning Center for the 21st Century was proposed to provide personal renewal and technical training for employees at a major United States automotive manufacturing company when it implemented a new, computer-based Computer Numerical Controlled (CNC) machining, robotics, and high technology facility. The employees needed training for their new job requirements, including operating the equipment, activating and utilizing the computers, analyzing and diagnosing problems, and making timely repairs. Five statewide schools and three consulting firms provided information about their personal renewal and work oriented programs. Learning needs assessment was conducted on all employees via questionnaires, 84% of which were completed. Results of the first year of the lifelong learning program include: 38 employees took courses towards their high school degree or General Equivalency Degree (GED); 118 began pursuing college degrees; 73 enrolled in basic work-oriented remedial courses; over 400 employees completed technically oriented courses; and over 1,000 employees took part in other training programs. Training took place on-site, through teacher-student interaction, television, the televised Indiana Higher Education Telecommunications System (IHETS), computerized independent study, and selected independent study combined with mentoring. Employees enrolled in programs or took courses with Purdue University School of Technology, Indiana Vocational Technology College, Ball State University School of Technology or Business School, and Penn State University (International Correspondence School). (SWC) world. Historically, the bulk of instructional development research has focused on model-building: identifying critical ID component tasks and organizing and following them in a logical, linear sequence. This strict step-by-step procedure does not reflect the ID process as practiced in the field. Only recently has formal research begun addressing the critical issue of weighing and prioritizing ID tasks, the crucial decision-making processes involved, making judgments concerning quality of decisions, as well as the social, political, and cultural influences in corporate education. The context-sensitive approach, as opposed to the classical, mechanistic mode, will accelerate the development of a coherent set of ID theories and practices. The conceptual framework describing how expert ID practitioners work in corporate reality consists of five major themes: (1) cultural context; (2) situation analysis and synthesis; (3) client and other stakeholders; (4) performance capacities (capacity analysis and professional ethics); and (5) competitive advantages (business strategy, professional conduct, and changing roles). (Contains 14 references.) (Author/SWC)

ED 397 815 IR 018 003

Lohr, Linda; And Others
Using a Hypertext Environment for Teaching Process Writing: An Evaluation Study of Three Student Groups.
PUB DATE- 96
NOTE- 19p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum; Educational Innovation; Elementary Secondary Education; *Hypermedia; Instructional Design; Interviews; *Student Attitudes; Teacher Attitudes; Teacher Role; Teaching Methods; Writing Improvement; *Writing Processes; Writing Strategies
IDENTIFIERS- HyperCard; *Process Approach (Writing)

A comprehensive evaluation of a hypertext model for teaching process writing at the junior high and high school level was conducted over an 8-week period. The purpose of the study was to determine how two teachers and three different age groups of students used and reacted to the model, specifically, its embedded design features of model stories, note cards, idea buttons, mini-lessons, branching buttons, and cut-and-paste tools. Researchers sought to investigate the extent to which the embedded features facilitated the process approach, the degree to which their usage improved writing products, and any age of gender differences in patterns of use or reactions. Data collection instruments used in the study included: observer notes; frequency of embedded feature usage (automatically collected by the computer from every student during each session); holistic writing assessment; student questionnaires and interviews; teacher interviews; problem-solving analysis; and weekly records analyzing student writing. Students were asked first to use the model to compose an ending to a familiar story, then to write two stories of their own over the next 5 weeks. Results showed that applications of the embedded features varied based on teacher attitudes, feature attributes (e.g., ease of use and appeal), and student characteristics. The high school teacher and students made more usage of many of

Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetics; Course Objectives; Educational Technology; Higher Education; Information Sources; Instructional Innovation; Internet; Multimedia Materials; Nonverbal Communication; Optical Data Disks; Student Projects; *Visual Arts; *Visual Literacy; *World Wide Web
IDENTIFIERS- *Course Development; *Digital Imagery; Northern Illinois University

The introduction of affordable multimedia computers with CD-ROM capacity, videocassette recorders, and connections to the Internet and the World Wide Web have expanded opportunities to help society develop visual literacy. Art images are a natural choice for the teaching of visual literacy. At Northern Illinois University, a course was added in the Instructional Technology program on Visual Literacy which enables students to use the Web as a resource for their assignments and activities. This paper provides: an introduction and background to using Web images in teaching visual literacy; a brief historical overview to images in education; an overview of one approach to analyzing visuals; and a list of art-related Web sites. (AEF)

ED 397 831 IR 018 019

Rogers, Patricia L.; Mack, Michael
A Constructivist Design and Learning Model: Time for a Graphic.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *Constructivism (Learning); Course Objectives; *Design Requirements; Educational Theories; *Evaluation Criteria; Grade 5; Higher Education; *Instructional Design; Instructional Materials; Intermediate Grades; Models; Production Techniques; Student Motivation; Student Projects; Time on Task; Writing Assignments
IDENTIFIERS- *Course Development; University of Minnesota

At the University of Minnesota, a model, visual representation or "graphic" that incorporated both a systematic design process and a constructivist approach was used as a framework for course design. This paper describes experiences of applying the Instructional Context Design (ICD) framework in both the K-12 and higher education settings. The first application involved creating a fifth grade writing assignment that was motivating, short-term, and still incorporated both research and creativity. The second application involved developing a post-baccalaureate course called "Art Media Techniques: Computers." The ICD concept seemed to work well as a framework for developing the courses within the constructivist philosophy; the paper includes discussion on the origins of that concept and on two sets of relevant theoretical criteria. Dunn's modified questions for constructivist design focus on whether groups. In observing these groups, seven steps common to the CLC process are identified: (1) articulate the learning need; (2) seek help in a group format; (3) engage in help consultation; (4) assess learning; (5) share the solution with the group; (6) archive for future reference; (7) repeat this process to support learning. Traditional instructional design and DLCs can both lead to learning. (Contains 17 references.) (SWC)

ED 397 848 IR 018 036

Wilson, Brent; And Others
Cultural Assimilation of the Internet: A Case Study.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Case Studies; Computer Anxiety; *Computer Attitudes; Computer Networks; Computer Uses in Education; Educational Innovation; Educational Technology; *Electronic Mail; Higher Education; Instructional Materials; *Internet; Interviews; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- Communication Channels; Connectivity; Faculty Attitudes; *Online User Groups; Technical Information Support Activities; University of Colorado Denver

Despite enormous growth of the Internet and its proliferation of tools, resources, and on-line communities, the connection between local learning environments and virtual learning environments remains tenuous. This paper examines this relationship, based upon a case study of an academic unit at the University of Colorado at Denver. Drawing on interviews, written surveys, and exchanges with students, the paper offers an analysis of factors that are critical to a user's choice to participate in the Internet and electronic mail. Factors include: (1) a clear payoff for learning the new technology; (2) overcoming technophobia; (3) cultural/personal compatibility; (4) proper support structure, from access to the Internet to technical support for trying more technologically complex activities; and (5) finding a voice and having something to share via the Internet. The paper concludes with recommended strategies for introducing students and faculty to networked learning environments. (Contains 19 references.) (Author/SWC)

ED 397 849 IR 018 037

Zhu, Erping
Meaning Negotiation, Knowledge Construction, and Mentoring in a Distance Learning Course.
PUB DATE- 96
NOTE- 25p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

compliance with Florida Statutes 240.324. The first part discusses the planning process utilized by PJC and states the college's institutional mission, philosophy, and 11 strategic goals. The second part describes the relationship between the college's strategic goals and mission and those of the Florida Community College System, citing specific goals in the State Master Plan. The third part describes the college's accountability plan for state-approved and institution-specific measures, highlighting methods used to measure and report performance and indicating that the first comparative report of year-to-year outcomes will be conducted in 1995. The fourth part discusses future considerations for evaluation and planning. The final part of the report presents data on PJC outcomes in two sets. The first set presents data on student characteristics, enrollment, retention, success rates, transfer, licensure pass rates, and placement, while the second set provides an executive summary of data from a 1992-93 accountability report. Appendixes include a table of PJC strategic goals and related statewide master plan goals; a list of PJC institutional effectiveness assessment functional areas; accountability performance benchmarks for 1992-93; a list of programs undergoing accreditation review in 1994; and an outline of PJC's planning, assessment, and quality improvement process named Q.U.E.S.T. (Qualitative Use of Evaluative Systems and Techniques). (TGI)

ED 397 868   JC 960 462

Ashby, W. Allen; And Others
Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.
PUB DATE- Jun 96
NOTE- 174p.; For individual papers, see JC 960 463-471.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Community Colleges; Cooperative Learning; *Critical Thinking; Culture Conflict; Educational Practices; Educational Principles; Educational Technology; *Faculty College Relationship; Generation Gap; *Interdisciplinary Approach; *Learning Strategies; Team Teaching; Two Year Colleges

This collection presents essays on contemporary issues facing community colleges written by fellows in Princeton University's Mid-Career Fellowship Program and dealing with such issues as critical thinking, faculty perceptions, educational technology, interdisciplinary courses, cooperative learning strategies, the college culture, faculty and administration relations, and team teaching. The following essays are provided: (1) "Questioning Critical Thinking: Funny Faces in a Familiar Mirror," by W. Allen Ashby; (2) "The Image of the Community College: Faculty Perceptions at Mercer County Community College," by Marilyn L. Dietrich; (3) "Community Colleges and the Virtual Community," by Robert Freud; (4) "Interdisciplinary Classes," by Freda Hepner; (5) "Student as Teacher: Cooperative Learning Strategies in the Community College Classroom," by Carol L. Hunter; (6) "Generational Clash in the Academy: Whose Culture Is It Anyway?" by Pat Kalata; (7) "Faculty/Administration Relations in Community Colleges," by Joyce A. Kennett; (8) "A Greying Faculty: Challenge or Stumbling Block to the Twenty-First Century," by Leonard T. Kreisman; and (9) "An Examination of Team-Taught Interdisciplinary Courses," by Bud McKinley and expected outcomes, and recommended approaches related to the implementation of a results-based system for the Canadian College Partnership Program (CCPP). Data were collected through a review of the literature and focus group sessions conducted with 12 experienced international program managers. A conceptual framework was then developed containing the following eight stages: (1) program planning and approval; (2) program implementation; (3) specific project development; (4) project appraisal and selection; (5) project implementation; (6) project evaluation; (7) overall program evaluation; and (8) program adjustment. The framework also seeks to identify the cause-and-effect links between resources, or program inputs; program reach, or activities undertaken to accomplish the mission; and four categories of developmental results: individual, institutional, client/student, and socio-economic impact. Finally, information generated from this system after completion of the first planning cycle will provide the initial baseline performance measures against which subsequent cycles will be compared. A description on the CCPP's Institutional Development Component is appended. Contains 12 references. (BCY)

ED 397 887　　　　JC 960 489

Shotwell, R. Allen
Scientific Literacy: A Non-Traditional Approach to Science for Students Outside of Technical Fields.
PUB DATE- 28 May 96
NOTE- 48p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Community Colleges; *Cooperative Learning; Course Descriptions; *Course Objectives; Participant Satisfaction; Program Effectiveness; *Science Instruction; *Scientific Literacy; Student Attitudes; *Teaching Methods; Two Year Colleges

Although the goal of science courses for non-majors should be to increase the scientific literacy of students, many such courses become watered down versions of courses in the major and do not provide enough depth to make science meaningful to students. At the Wabash Valley Region campus of Ivy Tech State College, in Indiana, a project was undertaken to modify a physical science course for non-majors from the traditional survey format to a series of focused issues in science from physics, chemistry, atmospheric science, and astronomy. For each area, background information was provided through lectures and students then formed groups charged with the tasks of gathering more information about the topic; discussing current, related scientific thinking; and determining what sort of actions should be taken as individuals and as a society to respond to the topic. Sample topics included hazardous waste disposal, nuclear terrorism, the greenhouse effect, and extraterrestrial life, and groups were required to make presentations and write summaries of their work. The course sought to minimize traditional lecturing, foster collaborative learning, and strike a balance between informing students and asking them to find information for themselves. In evaluations, student responses were more positive than in traditional courses. Materials on course objectives; the course syllabus and outline; and sample course materials, including an experiment was reading reports and books; (4) 60% took assessment tests and were placed directly into college-level English, 22% fulfilled their English requirements elsewhere, and only 10% were placed into remedial English; and (5) of those placed into remedial English, 7.6% felt it was a "waste of time" and 6.2% thought that it had helped them succeed. The survey instrument is appended. (BCY)

ED 397 906 JC 960 515

Lucas, John A.; Mohan, Meenakshi
Survey of Students Enrolled in Early Childhood Education, Fall 1995. Volume XXIV, Number 12.
PUB DATE- Jan 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Counseling Services; *Early Childhood Education; *Student Characteristics; *Student Educational Objectives; Student Personnel Services; Two Year Colleges; *Two Year College Students; Use Studies
IDENTIFIERS- William Rainey Harper College IL

In fall 1995, William Rainey Harper College in Illinois conducted a survey of students in the Early Childhood Education program to determine their background and goals and the services that they used at the college. Questionnaires were distributed to students during classes, resulting in 218 completed surveys. Study findings included the following: (1) 66.5% of the respondents were between 18 and 25 years of age, younger than the college's student body in general; (2) 17% already had a bachelor's degree, while 73% had at least 1 year of college; (3) 65.5% were employed at an early childhood-related facility, with 38.4% employed in child care and 22.4% in preschools; (4) with respect to the use of college services, only 5% had discussed goals with a counselor and 7% had met with faculty members as counselors; (5) 21% used the computer lab, 16% used tutoring services, and 6% used test analysis; (6) the two most popular courses that students planned on taking in the future were Child Development II, cited by 23%, and the Early Childhood Education Practicum, cited by 17%; (7) 47% were planning to transfer after leaving the college; and (8) 46% planned to achieve an associate degree, 37% an educational certificate, and the remaining 17% were taking courses only. The survey instrument is appended. (BCY)

ED 397 907 JC 960 516

Lucas, John A.; Litrenta, Marcia
Survey of Former Students Enrolled in Various Combinations of Speech and Theatre Courses at Harper College. Volume XXIV, Number 13.
PUB DATE- Feb 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Enrollment Influences; Program Effectiveness; *Speech Instruction; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Theater Arts; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois Community College System

Data on the Illinois public community colleges, covering fiscal year (FY) 1995 and part of FY 1996, are presented in this report on the system's students, faculty, staff, instructional programs, operating finances, and capital construction. Introductory materials provide a profile of the colleges, a map of college districts, and a list of institutions. Section I presents tables showing student characteristics, including headcount data for fall 1995 by sex and full-/part-time status, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status. This section also offers information on proportions of district populations served, community education enrollments, and headcount and full-time equivalent data for fall 1986 through fall 1995. Section II contains data on faculty and staff, including information on the sex and full-/part-time status of instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1995. Average base salaries for FY 1996 are also detailed. Section III presents program enrollment and completion data for 1995, including unduplicated enrollments by academic program, transfer and general studies degrees awarded, adult basic and adult secondary certificates awarded, and annual duplicated completers by program by college. Section IV contains financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V provides data on facilities and college construction. (MAB)

ED 397 926   JC 960 561

Prince George's Community College Annual Cost Containment Report, Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.
PUB DATE- 1 Sep 96
NOTE- 19p.; For the 1995 Cost Containment report, see ED 383 379.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Budgets; College Planning; Community Colleges; *Cost Effectiveness; Educational Economics; *Educational Finance; *Expenditure per Student; Financial Exigency; Financial Support; *Instructional Student Costs; Noninstructional Student Costs; *Retrenchment; School Funds; *State Aid; Tax Allocation; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Each year, the Board of Trustees of Prince George's Community College (PGCC), in Maryland, must submit a report evaluating the effectiveness of PGCC's financial plan to the state's Higher Education Committee and General Assembly. This document provides the report for fiscal year (FY) 1996 divided into four sections. The first section reviews the cost containment measures taken from FY 1992 through FY 1996 to maintain low tuition in spite of cuts in state funding in both direct aid and contribution programs. This section indicates that measures have included an employee furlough; a 17 percent reduction of administrative staff; and tuition increases in FY's 1995 and 1996, raising tuition to $69 per credit hour. The second section analyzes the total cost per full-time equivalent (FTE) student by instructional discipline for FY 1996, indicating that per-FTE costs ranged from a low of $3,617 for Paralegal Studies to a high of $8,458 in Nursing. This section also determine the children's prior topic knowledge and their current questions, experiments to explore specific questions, visits to sites pertinent to the topic, Internet sessions, and graphic organizers to record and examine data. Mediating children's inquiries involved modeling questioning syntax, mediating question sequences, and being actively involved in the inquiry. Interactive sessions were audiotaped. Co-inquiring pairs maintained Inquiry Journals in written or graphic format to record questions asked, resources consulted, findings obtained, and new directions for inquiry. Mentors maintained reflective journals and attended weekly graduate seminars on co-inquiry with the Principal Investigator. Findings revealed that children focused on the real topic of their inquiry around Week 3 or 4. When children experienced an anomaly or became aware of variables related to cause-effect relationships associated with the topic, they moved the inquiry toward a deepening study of the topic. Depth of study was contingent on time of exploration. Graphic organization of data was found to facilitate depth of inquiry and examination of relationships among variables. (Contains 34 references.) (KDFB)

ED 397 946 PS 024 264

Hausfather, Sam
Power Relations Underlying the Changing of Conceptions of Knowledge in an Elementary Classroom.
PUB DATE- 10 Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Elementary Education; Intellectual Development; Learning Experience; Student Empowerment; Student Role; *Teacher Student Relationship; Teaching Methods; *Thematic Approach; Thinking Skills

Current reform efforts in education emphasize role changes for students and teachers within classrooms and schools. A phenomenological study examined one teacher's internal conflict while negotiating the shifting boundaries of power relations between teacher and students. The goal of this study was to explore the processes and constraints involved in the creation and evolution of a theme-study curriculum. This exploration attempted to elucidate meanings behind theme study, in terms of the processes and constraints involved in implementing theme study in one classroom, the meanings of theme study developed by teacher and students, and the resulting conceptions of knowledge revealed by student actions and teacher reflections. The students were fifth-graders from a laboratory school in the southeastern United States. The results suggested that there were three perspectives on knowledge that became apparent in the roles students took: stable/passive, inquisitory/active, and communal. The power structure in the classroom appeared to be marked by relatively sharp boundaries between teacher and students. Results suggested that inquisitory and active approaches to knowledge were possible only within the shifting boundaries of power relations between teacher and students. Empowering student voice and limiting teacher control appeared to underlie movement in students' conceptions of knowledge. Contains 39 references. (MOK)

ED 397 947 PS 024 267

country, organized by continent or region: (1) number of children under 5 years; (2) the under-5 mortality rate; (3) the percentage of children under 5 years who are malnourished; (4) literacy rates for men; (5) literacy rates for women; (6) total fertility rates per woman; (7) gross national product per capita in U.S. dollars; (8) percentage of population with access to health care services; (9) percentage of population with access to safe water; (10) age range of the pre-primary age group; and (11) the pre-primary gross enrollment ratio. (KDFB)

ED 397 965 PS 024 379

Directory of Early Childhood Care and Education Organizations in the Arab States.
PUB DATE- 95
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Advocacy; *Community Programs; *Day Care; Developed Nations; Developing Nations; *Early Childhood Education; *Family Programs; Foreign Countries; Government Role; Infants; Information Centers; *Organizations (Groups); Preschool Children; Teacher Education Programs; Well Being
IDENTIFIERS- *Arab States; UNESCO; United Nations Convention on Rights of the Child

The care and education of children is a primary task of all societies, and the role of parents, families, and communities is essential in this process. This directory describes the major activities of 64 non-governmental and governmental organizations, based on 12 Arab countries (Algeria, Djibouti, Egypt, Jordan, Kuwait, Lebanon, Mauritania, Morocco, Sudan, Syria, Tunisia, and Yemen), involved in early childhood care and education. Pertinent data on these organizations' young child, family, and community programs and their information activities is included. The directory is intended for professionals working with and for children, to facilitate communication and information sharing in order to improve the situation of children. Directory information was compiled through a questionnaire sent to 240 organizations in Arab states. A sample questionnaire is included with the directory to encourage users to update the information provided. Two articles offer an overview of the situation of children and their family environment in the Arab states and an analysis of the information collected in the directory. Statistical tables then present an overview of basic social and economic statistics by country, directly concerning the 0-5 year age group. Profiles are arranged alphabetically by country and official organization name and include the following: (1) identification and contact information; (2) aims, type, and countries of actions of the organization; (3) cooperation/partnership activities; (4) major activities in the young child, family, and community programs; (5) services and information activities offered. Lists of potential funders of early childhood activities and information sources on early childhood issues are included. Five indices facilitate information retrieval. Included in the annexes are the main provisions of the UN Convention on the Rights of the Child. A form for evaluating the directory is included. (KDFB)

ED 397 966 PS 024 380

Contains 27 references. (BGC)

ED 397 982 PS 024 443

Brazee, Edward N.; Capelluti, Jody
Dissolving Boundaries: Toward an Integrative Curriculum.
PUB DATE- 95
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Case Studies; Change Strategies; Course Content; Curriculum Design; *Curriculum Development; Curriculum Problems; Educational Administration; *Educational Change; Educational Planning; Elementary Education; Fused Curriculum; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Junior High Schools; *Middle Schools; Multigraded Classes; Staff Development; Teaching Methods
IDENTIFIERS- Integrated Thematic Instruction; *Multidisciplinary Education; National Middle School Association

An examination of the issues surrounding the concept of change is fundamental to curriculum improvement for elementary and middle schools. New beliefs surround an integrative rather than a separate subject isolation approach to curriculum. This report examines past, current, and future curriculum practice and considerations, focusing on a new vision of the middle level curriculum as an integrated curriculum. Chapters are: (1) "The Process of Curriculum Development"; (2) "A Rationale for Curriculum Integration"; (3) "The Curriculum Continuum: Moving Where You Need To Be"; (4) "Integrated Studies for Multi-Age Classrooms: Solon Elementary School, Maine"; (5) "Hand-Crafting an Integrated Curriculum: Timothy Edwards Middle School: South Windsor, Connecticut"; (6) "One District's Perspective: Staff Development Stimulates Curriculum Integration: Blue Valley, Kansas"; (7) "First Steps toward Curriculum Integration: Using Student Questions: Ashland Middle School, Maine"; (8) "Twenty Years Later: Multidisciplinary to Integrated Units: McKelvie Middle School, Bedford, New Hampshire"; (9) "Interdisciplinary Study in a Technology Education Class: Garland Street Middle School, Bangor, Maine"; (10) "Pushing the Envelope: What Curriculum Integration Can Be: Brown Barge Middle School, Pensacola, Florida"; (11) "The Curriculum Planning Process: More than Interdisciplinary Units"; and (12) "Reflections--What We Have Learned from These Schools." Contains 133 references. (BGC)

ED 397 983 PS 024 449

Powell, Douglas R.; Peet, Susan H.
Educational/Occupational Expectations and Aspirations: Mothers' Views of Their Children's Futures.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented as a poster session at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Achievement; Aptitude Tests; Careers; Employment; Evaluation;

ED 397 999 RC 020 598

Bernardy, Marie
Educating Multicultural Groups Outdoors.
PUB DATE- Dec 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; *Group Dynamics; Higher Education; *Minority Groups; *Multicultural Education; *Outdoor Education; Social Bias; Teacher Education
IDENTIFIERS- *Cross Cultural Teaching; *Culturally Different Students; Diversity (Groups)

Not only do we need to give students a strong educational foundation, we also must counteract cultural and psychosocial factors that turn minority students away from a curriculum. One of the most powerful aspects of an outdoor education program is that it can provide participants with unique opportunities to work together to solve problems, thus exercising critical thinking skills and enhancing communication among group members. In instances where relatively few members of a group are of a different cultural background, token dynamics come into play. Three strategies for avoiding tokenism are: cluster people in numerically balanced groups; provide positive role models for people who are numerically few in a group; and educate staff, leaders, and group members about token dynamics. In addition to accurate and diverse instructional materials, preservice and inservice education is needed to help teachers learn about the diverse groups with which they will be working. Whenever possible, preservice teachers' field-based experiences should be in culturally diverse settings with cooperating teachers from different cultural backgrounds. Teachers must also examine their own perceptions and biases toward diversity. Five aspects to address in developing multicultural curricula for the outdoors are uniqueness, empowerment, belonging, security, and purpose. Criteria for an outdoor education program that provides equity and embraces diversity address how to begin, opportunities to include in the program, strategies for facilitating multicultural groups, and tips on how to be an accepting teacher. (Contains 17 references.) (TD)

ED 398 000 RC 020 608

Steppin' On Up: A Post-Secondary Guide for Migrant Students = Tomando Accion: Una Guia para los Estudiantes Migrantes Sobre Que Hacer Despues de la Escuela Secundaria.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Planning; College Bound Students; *College Preparation; Grants; *Migrant Education; Migrant Programs; Paying for College; *Postsecondary Education; *Scholarships;

careers. Includes many photographs. (LP)

ED 398 016 RC 020 671

Ahenakew, Edward; Buck, Ruth M., Ed.
Voices of the Plains Cree. Second Edition. Canadian Plains Studies: 28.
PUB DATE- 95
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; American Indian Literature; Boarding Schools; Canada Natives; *Cree (Tribe); *Culture Conflict; Foreign Countries; *Legends; Oral History; Oral Tradition; Primary Sources; *Reservation American Indians
IDENTIFIERS- Mission Schools; Saskatchewan

Edward Ahenakew (1885-1961), a "second generation" reserve Cree, was a university graduate, Anglican minister, and director of mission work in Saskatchewan. He recorded Cree traditions and stories and sought to set down the feelings of Indians at a pivotal moment in history. This book has two parts. Part I presents stories of Chief Thunderchild (Kapitikow), recorded in 1923. Thunderchild is known for resisting Treaty 6 of 1876, insisting on one school for every reserve. An introduction to the stories describes the role of old men as advisors and repositories of history, traditions, and knowledge. Thunderchild's stories and remembrances tell of a hard winter, Indian laws, war with the Blackfoot, truce-making and truce-breaking, buffalo hunts, wanton slaughter of buffalos to get hides for trade, encounters with grizzly bears, a faithless woman, the first man, the Sun Dance, prayers for rain, and Thunderchild's admonition that his people prepare for a long and difficult journey of survival. In part II, Ahenakew created a fictional character, "Old Keyam," to interpret the outlook of Indians who had reached a certain stage in acquiring "Canadian civilization." "Keyam" means "What does it matter?" or "I do not care!" and so expresses the attitude of many Indians bewildered in the maze of change and hiding their keen sense of defeat under the assumed demeanor of "keyam!" The voice of Ahenakew, Old Keyam tells of reservation life in the early 20th century, reflecting on Cree legends, the shift from hunting to farming, freedom and Indian resistance to White domination, Christian intolerance toward Indian religious beliefs and practices, the role of women, the need for education, deficiencies of boarding schools, Indian versus Canadian law, and the right to vote. Includes photographs and the text of the Treaty (Number Six) signed at Forts Carlton and Pitt. (SV)

ED 398 017 RC 020 672

Riley, Patricia, Ed.
Growing Up Native American. An Anthology.
PUB DATE- 93
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; American Indian Literature; American Indians; Anthologies; Boarding Schools; *Child Rearing; *Children; *Early Experience; *Educational Experience;

Countries; *Nontraditional Education; Outdoor Education; *Personal Narratives; Photosynthesis; Reminiscence; *Science Education; Teaching Experience; *Teaching Methods
IDENTIFIERS- *Educational Diversity; Educational Imagery; Merlin the Magician

This essay--an example of narrative inquiry--draws on a fictional account of Merlyn the Magician acting as tutor to young King Arthur to illuminate the author's own experiences as a student and teacher. Those experiences are starkly contrasted in method and intent. On the one hand, stern Mr. Thompson with his white lab coat, map of the leaf, and pointer taught objectivity along with photosynthesis in seventh-grade science lab. In contrast, Sunship Earth, a wildly creative outdoor education program, used fantasy and role playing to immerse fifth-graders in the concepts of photosynthesis as part of an ecologically based program structured on a holistic, deep connection with the earth and nature. Yet in the end, the reconstruction of the educational values in these two dramatically different modes of instruction reveals that multiple views are part of the world, to be accepted, even embraced. There are many ways to learn; the differences should not be unwelcome. Many unanswered questions persist about the magical process of photosynthesis, and only the magic of imagination prevails. (TD)

ED 398 034   RC 020 690

Smith, Thomas E.
An Experiential Adventure School for Sexually Abused Adolescents.
PUB DATE- 95
NOTE- 21p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Adventure Education; Child Abuse; Counseling; *Experimental Schools; Foster Care; Intervention; *Milieu Therapy; Nontraditional Education; Outdoor Education; *Psychoeducational Methods; *Psychotherapy; Residential Programs; Secondary Education; *Sexual Abuse

The Fresh Start Program was an experiment in providing a comprehensive educational and therapeutic program for sexually abused and exploited adolescents. The program was based on the theory and practice of experiential, outdoor-challenge adventure education. The experiment involved 16 youth in a living and learning environment in the north woods of Wisconsin. The youth lived for a year in foster homes staffed by trained "teaching parents," and attended school staffed by special education teachers, teacher aides, and a clinical psychologist who also coordinated the adventure program. During the 180-day school year, the students and staff spent 45 days in adventurous trips that involved backpacking, canoeing, rock climbing, cave exploration, horsepacking, and dog sledding. These experiential trips to the wilderness were all less than 200 miles from the home-base school. The whole school staff accompanied the group on the adventure trips, and educational curriculum and therapy were integrated into each sequence. Evaluation showed that the youth made valuable gains in academic achievement, and improvements in both behavior and self-concept. Fresh Start was closed after 5 years of operation, mainly because it was very demanding on staff members and it was difficult to find qualified replacements. It was equally difficult to secure a replacement for the key team member who served as staff psychologist and coordinator of the adventure program. (TD) skills, grades and mental preparedness. Most students faced difficulties in the transition to a more academically challenging college program. Suggestions were made for the development of retention programs that would concentrate on helping students become better prepared mentally for the rigors of an engineering program and help students manage the transition to an engineering major. (Contains 19 references.) (AIM)

ED 398 053 SE 058 317

Martin, MaryAnn Varanka
Inside a Gender-Sensitive Classroom: An All Girls Physics Class.
PUB DATE- 1 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Environment; *Physics; *Science Instruction; Secondary Education; *Sex Differences; Student Attitudes
IDENTIFIERS- *Gender Issues; *Single Sex Classes

This study examined the teacher's role in creating a gender-sensitive environment in an all girls physics class and the effects of that environment on girls' achievement, self-concept, and career choices. Reflective journaling by the teacher-researcher was used to discover, analyze, and challenge appropriate teaching strategies and personal biases. Extensive descriptions of the daily operation of the class are employed in an ethnographic methodology to develop a portrait of a classroom environment that is evolving, while revealing its gender sensitive and gender bias aspects and their effects on the girls. Additional data sources include student work, pre- and post-class surveys, student journals, informal conversations with students, and post-class interviews. The vignettes, field note descriptions, and excerpts from reflective journals included describe the growth and development of the girls and the teacher. Findings indicate that each intersection of girls' needs and the teacher's role demonstrated the twin requirements of teacher recognition of the girls' needs and teacher knowledge of intervention strategies to address the need, fulfill the expectations of the girls and the teacher, and create the environment necessary for continued growth and learning. It was concluded that the factors identified in the literature as critical to girls in their science education are evident in a gender-sensitive classroom. (JRH)

ED 398 054 SE 058 389

Wilson, Ruth A.
Natural Beginnings: An Early Childhood Environmental Education Teacher Inservice Workshop.
SPONS. AGENCY- Ohio State Environmental Protection Agency, Columbus.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

DESCRIPTORS- *Conservation (Environment); Ecology; Environmental Education; Groundwater; Intermediate Grades; Investigations; Science Activities; Secondary Education; Simulation; *Water Resources
IDENTIFIERS- *Everglades; *Watersheds

This publication is designed for both classroom teachers and nonformal educators of young people in grades 6 through 12. It can provide a 6- to 8-week course of study on the watershed with students participating in activities as they are ordered in the guide, or activities may be used in any order with educators selecting those appropriate for the aspect of the watershed they are studying. This book is divided into three parts: a reference section that includes the natural and human history of the watershed, contemporary issues and potential solutions, and learning activities. Chapters include: (1) "The Vital Essence"; (2) "Rock from Water"; (3) "A Primal Alliance"; (4) "A Green Patchwork"; (5) "Blood and Bones"; (6) "Connections"; (7) "Looking Back at Eden"; (8) "Troubled Waters"; and (9) "A Portfolio of Problems". Investigations include simulating the movement of water molecules through the Kissimmee-Okeechobee-Everglades watershed; building a model of the watershed; investigating southern Florida's ground water systems; comparing and contrasting southern Florida with places around the world at the same latitude; plotting a hurricane and predicting if it will make a landfall; sharpening survival skills; modeling a mangrove, stabilizing a shoreline, and protecting a peninsula; designing animals with special adaptations for survival in different habitats; creating a transect and exploring the concepts of ecotone and the edge effect; tracing the history of southern Florida through stories; designing simulations that illustrate the threat of invasive species to the watershed; simulating a restoration project; creating a special edition of a newspaper on water in southern Florida; kicking wasteful habits and conserving water; and developing a vision statement for the Everglades for the year 2020. Appendices includes a list of species, resources, maps, and other watercourse publications. (JRH)

ED 398 075 SE 058 782

Braus, Judy; Champeau, Randy
Windows on the Wild: Results of a National Biodiversity Education Survey.
SPONS. AGENCY- Eastman Kodak Co., Rochester, N.Y.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Museums; Surveys; Teacher Education; Zoos
IDENTIFIERS- *Biological Diversity; *Environmental Literacy; Informal Education

The Windows on the Wild national environmental education program aims at increasing the environmental literacy of young people using biodiversity as an organizing theme and strengthening the links between schools and the nation's zoos, aquariums, nature centers, and other nonformal educational institutions. This report presents the findings of an assessment of the needs, thinking, and current practices of educators that was undertaken before starting the program. Surveys were administered to a national sample of middle school science and social science teachers and a national sample of educators from with an ethnic-studies focus. This collection is indexed by type of program and by state. (EH)

ED 398 097 SO 026 314

Slekar, Timothy D.
Preservice Teachers' Attitudes Concerning Elementary Social Studies Instruction.
PUB DATE- Aug 95
NOTE- 52p.; M.S in Education Thesis, Millersville University of Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Classroom Environment; Education Courses; Elementary Education; Higher Education; *Preservice Teacher Education; *Social Studies; Student Teacher Attitudes; *Student Teachers; *Teacher Attitudes; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- *Preservice Teachers

This study assesses the attitudes of preservice teachers toward the teaching of social studies/history in the elementary school. The study was conducted at a state university in southeastern Pennsylvania. Eighty-two participants in the study were enrolled in three sections of a junior block social studies methods course in the spring of 1995. All participants were enrolled in an elementary education certification program and were required to take the course. A survey of 40 statements/questions with an accompanying Likert Scale was developed for this study. Survey contents focused on the amount of college social science course work taken outside the education department, attitudes toward American history, recollections of participants' elementary school experiences in the social studies, observation of classroom social studies instruction, anticipated social studies methods to be used, and knowledge of primary source information. Findings from the survey include: (1) little visitation to historical places by preservice teachers; (2) preservice teachers reported negative elementary social studies experiences in their recollections; (3) participants lacked exposure to forms of historical literature; and (4) preservice teachers desire to use techniques consistent with positive social studies instruction in their future classrooms. The survey questions and data analysis are included in appendices. (EH)

ED 398 098 SO 026 321

Maitino, John R., Ed.; Peck, David R., Ed.
Teaching American Ethnic Literatures: Nineteen Essays.
PUB DATE- 96
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Studies; *Asian Americans; *Blacks; Cultural Pluralism; *Ethnic Groups; Higher Education; *Hispanic Americans; *Indians; Latin American Literature; Literary Criticism; *Literature; Multicultural Education; United States Literature

This book features scholarly criticism on works by 19 famous authors, such as N. Scott Momaday, James Welch, Toni Morrison, Alice Walker, Rudolfo Anaya, Sandra Cisneros, Amy Tan, and techniques and practices to help teachers of English as a Second Language (ESL) "weave" together environmental factors (classroom interaction, input) and learner cognitive, affective, and social characteristics (learning styles, strategies, motivation) according to the needs of the learner. An introductory section explains this approach. Chapters in the second section explain in greater detail the nature and roles of salient elements in second language learning: developmental factors; language-promoting interaction; characteristics of individual learners; and the notion of communicative competence. The third part discusses the integration of language skills ("interwoven strands") in ESL instruction, as contrasted with the discrete-skills approach. The first chapter offers the rationale for the integrated-skills approach, and subsequent chapters address the skills individually, explaining useful instructional practices, materials, and activities reflecting the tapestry approach. Chapter topics include reading, writing, listening, speaking, grammar, and culture. Contains a substantial bibliography. Contents are indexed. (MSE)

ED 397 666   FL 023 990

Dogancay-Aktuna, Seran; Kamisli, Sibel
Discourse of Power and Politeness: Through the Act of Disagreement.
PUB DATE- Mar 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Conflict; Contrastive Linguistics; Cross Cultural Studies; Cultural Context; Cultural Traits; Discourse Analysis; Foreign Countries; *Interpersonal Communication; Interpersonal Relationship; *Language Patterns; Language Research; Language Styles; Native Speakers; North American English; *Power Structure; *Role Perception; *Semantics; Sociocultural Patterns; Sociolinguistics; Turkish; Uncommonly Taught Languages
IDENTIFIERS- *Politeness

Discourse strategies used by status-unequal interlocutors expressing disagreement are discussed. The paper focuses on the influence of role relationships on semantic formulas. A comparative study of discourse strategies used by native speakers of Turkish and North American English in the same speech event is also reported. Data were gathered from 80 native Turkish-speakers and 14 native English-speakers in a written elicitation task, supplemented by observation. Each subject was presented with two status-unequal situations in a work context, one in which a higher-status individual disagrees with the idea of a lower-status individual, and one in which a lower-status individual disagrees with the idea of a higher-status individual. Frequency and type of semantic formulas (criticism, suggestion, use of positive statement to preface disagreement, expression of gratitude, expression of empathy, postponement of decision) and politeness strategies (positive preface, softeners, questions, mitigating devices, address terms) used in response to each situation were analyzed. Patterns of similarity and difference found across language groups and across situations are examined. Contains 24 references. (MSE) its place in the future of human society. Chapter 2 addresses the existence of linguistics as a field and a theory; it also highlights the social context of language and its future social accountability. Chapter 3 offers a brief history of the field of linguistics and suggests that a semiotic perspective enables one to see language in the context of the social construction of reality where each language has its own logic, rhetoric, and esthetics. (Contains 89 references.) (NAV)

ED 397 686 FL 024 013

Barnes, Douglas; And Others
Language in the Classroom. Occasional Papers Number 2.
PUB DATE- 78
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Cognitive Development; Elementary Secondary Education; Foreign Countries; *Language Usage; Learning Strategies; *Nonstandard Dialects; *Research Methodology; *Student Attitudes; Surveys; *Teacher Attitudes; Teaching Styles; Writing Instruction; Writing Skills

Three chapters discuss language usage in the classroom: "Language in the Classroom" (Jack Thomson); "Directions for Research into Classroom Communication" (Douglas Barnes); and "Teachers' Attitudes to Usage" (Ken Watson). The first article discusses how students view their classroom, with actual examples from a newspaper survey. Various teaching styles are discussed, and samples are given from a class writing project in which the teacher served as the examining audience. The second article offers alternatives, based on actual experience, for conducting research on classroom communication and learning, specifically related to the learner's access to knowledge and writing assignments. Teachers are advised not to draw the writing boundary so tight that students cannot express their personal cognitive and affective growth. The third article presents results from a teacher survey concerning teacher attitudes on language usage. A 25-item survey was given to 66 teachers from 8 New South Wales, Australia high schools; 12 English teachers also completed the survey. Findings suggest that, in contrast to the English teachers, most teachers attempt to eradicate nonstandard dialect usage in the classroom. It is recommended that children should be allowed to use nonstandard speech forms, at least in informal speech situations; teachers should offer more linguistic options rather than stifle already existing ones. (Contains 11 references.) (NAV)

ED 397 687 FL 024 014

Christie, Frances; Rothery, Joan
Language in Teacher Education: Child Language Development and English Language Studies. Occasional Papers Number 3.
PUB DATE- 79
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Child Language; Course Descriptions; Curriculum Development; Elementary School Teachers; Elementary Secondary

IDENTIFIERS- Florida; Indiana; Oregon; Virginia; Washington

This report summarizes a panel discussion among five college administrators who have initiated or taken part in restructuring efforts in their states: Herman Blake, vice chancellor for undergraduate education at Indiana University-Purdue University; Ronald Carrier, president of James Madison University (Virginia); Gordon Davies, director of the State Council of Higher Education for Virginia; Judith Ramaley, president of Portland State University (Oregon); and Charles Reed, chancellor of the State University System in Florida. Following statements by each panel member, their responses to questions from the audience are provided. Topics covered include the following: meaning of "restructuring," the implementation process and its resulting consequences, financial constraints and societal needs and expectations. cultural change, course elimination, implementation of new technologies, school stability, funding needs, the reward structure, transforming the undergraduate student culture from one of credit acquisition to one of learning, resource allocation and curriculum change, accountability and production figures, faculty and administrator roles, and cutting rules and regulations. (CK/DB)

ED 397 705 HE 029 305

Weissman, Julie; And Others

A Study of Student Transition to College. AIR 1996 Annual Forum Paper.

PUB DATE- 7 May 96

NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Aspiration; Attitude Change; Black Students; College Environment; College Students; Community Colleges; *Ethnic Groups; Ethnicity; Extracurricular Activities; Family Influence; Focus Groups; Higher Education; Hispanic Americans; Interpersonal Relationship; *School Orientation; *Student Adjustment; Student Attitudes; *Student Educational Objectives; Study Habits; White Students

IDENTIFIERS- *AIR Forum; *College of Lake County IL; Diversity (Student)

White, Black, and Hispanic students were studied during their transition from school or work to a community college. Students (N=71) at the College of Lake County (CLC) in Illinois attended focus groups formed according to race or ethnic group (White, Black, or Hispanic) in the spring and fall semesters to discuss their goals, experience, and feelings about the college environment. Findings from the fall focus groups indicated that all groups of students saw a direct connection between higher education and desirable employment. Most students in all three groups planned to get a degree or certificate at CLC. White students were most likely to plan on transferring to another school and least likely to plan on a CLC degree whereas Black students were most likely to plan on a CLC degree or certificate and least likely to plan on transferring. Findings from the spring focus group meetings indicated that many students found college harder than expected and all confirmed the importance of support from parents, family, friends, and faculty. Difficulties reported by many students included attending college part-time, not socializing with other planning is irregular, typically responds to a specific catalyst, and is more dependent on supportive institutional climate and leadership. Ways in which institutional researchers can help provide a supportive climate for responsive and regular planning that links planning and assessment more closely are discussed. (Contains 44 references.) (Author/MSE)

ED 397 723 HE 029 323

Vander Putten, Jim; And Others
Comparing Union and Non-Union Staff Perceptions of the Higher Education Work Environment. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 34p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Institutional Research; Leadership Qualities; Organizational Climate; *Peer Relationship; *Quality of Working Life; Research Universities; *School Personnel; School Surveys; Supervisors; *Unions; *Work Environment
IDENTIFIERS- *AIR Forum

A study investigated the perceptions of the work environment among 4,981 permanent non-instructional staff at a midwestern research university, to determine whether union and non-union workers have significantly different perceptions. The survey instrument consisted of 190 items representing 13 categories of quality work environment, and two open-ended questions. The most common group of comments by both groups concerned lack of leadership skills on the supervisor's part. About half of each group found co-workers supportive and good to work with. Union members were more likely than non-union members to see a lack of teamwork or cohesiveness within the immediate work unit. However, more non-union staff saw a fear of change in the work setting, with perpetuation of the status quo. Overall, it is concluded that union-affiliated staff perceived the culture, philosophy, climate, and outcomes of their work environment more negatively than non-union staff. A 49-item bibliography is included and some data analyses are appended. (MSE)

ED 397 724 HE 029 324

Marcy, Tom
Stress, Strain, and Coping Resources among Faculty at a Research University during Financial Decline. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Anxiety; *College Faculty; *Coping; Financial Problems; Higher Education; *Institutional Research; Job Satisfaction; Nontenured Faculty; Research Universities; *Retrenchment; Sex Differences; *Stress Variables; *Teacher Attitudes; Teacher Characteristics; Tenured Faculty; Work Attitudes

background of non-instructional staff, the importance of gaining executive and administrative support, reactions of various staff members to data utilization, and the content of the summary report. Benefits of this cooperative approach for both academic researchers and the institution are identified. Discussion of critical lessons learned focuses on the academic significance of the project, selection of faculty members with an academic interest, academic and managerial benefits, development of a written agreement, establishment of guidelines for publication privileges and data controls, openness to change, unresolved issues, use of conflict as creative opportunity, estimation of time and effort requirements; and importance of mutual respect and sharing credit. Appendices list project reports and presentations. (Contains 15 references.) (CK)

ED 397 742 HE 029 342

Harrington, Charles F.; And Others
Does Institutional Research Really Contribute to Institutional Effectiveness? Perceptions of Institutional Research Effectiveness As Held by College and University Presidents. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College Administration; College Outcomes Assessment; *College Presidents; Data Analysis; Data Collection; Decision Making; Educational Planning; *Enrollment Trends; Higher Education; Information Dissemination; *Institutional Research; *Organizational Effectiveness; Student Needs; Student Reaction
IDENTIFIERS- *AIR Forum; Impact Evaluation

This paper describes the results of research conducted on the perceptions of college and university presidents relative to the perceived impact of the institutional research office on institutional effectiveness at their respective institutions. A national survey of 485 college and university presidents resulted in 261 responses. The survey focused on presidents' perceptions of effectiveness of some of the basic activities central to institutional research, planning, and assessment. Among these activities were: reporting of data to internal and external constituents, institutional planning support, student need and opinion evaluation, academic program planning and assessment, enrollment projection and analysis, and student learning outcomes assessment. Institutional research units were also evaluated relative to the degree to which they were reactive versus proactive, provided timely and accurate data and information, demonstrated understanding of data and information needs of campus decision makers, and the degree to which the president relied on the institutional research unit. (Contains 11 references.) (Author)

ED 397 743 HE 029 343

Govindan, Indira
Walking Two Borders: Freshman Children of Immigrant Parents. AIR

Denman, Paula N.
Department of Education: Status of Actions To Improve the Management of Student Financial Aid. Report to the Ranking Minority Member, Permanent Subcommittee on Investigations, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- Jul 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Costs; *Efficiency; *Federal Aid; *Federal Programs; Higher Education; Information Needs; *Loan Repayment; Problem Solving; *Program Administration; Program Development; Public Agencies; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Cost Containment; Debt (Financial); *Department of Education

This evaluative report by the General Accounting Office (GAO) summarizes Department of Education actions made through April 1996 in response to 205 recommendations to improve the management of federal student financial aid programs. The report concludes that the Department had completed actions or had actions in progress or planned for 186 of the recommendations, most with the potential to remedy underlying problems. Actions for about 10 percent of the 186 recommendations are seen as failing to remedy underlying problems. The report notes that, for the remaining 19 recommendations, the Department took no action, principally because the Department disagreed with the recommendation, because a previous action addressed the recommendation, or because the Department did not have authority to implement the recommendation. It was also found that some corrective actions resulted in major improvements. Appendixes, which form the bulk of the document, detail the specific recommendations made by the Senate's Permanent Subcommittee on Investigations, the Department's Office of the Inspector General, and the Health, Education, and Human Services Division of the GAO, the Department's actions, and the conclusions of the GAO about the completion and effectiveness of the actions taken, and the Department of Education's response. (MSE)

ED 397 761 HE 029 362

Morgan, Frank B.
Degrees and Other Awards Conferred by Institutions of Higher Education: 1993-94. E.D. TABS.
PUB DATE- Jul 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; *Degrees (Academic); *Doctoral Degrees; Educational Trends; Ethnic Groups; Foreign Students; Higher Education; Intellectual Disciplines; *Masters Degrees; *Minority Groups; National Surveys; Private Colleges; Professional Education; Public Colleges; Sex Differences; Student Characteristics; Trend Analysis; Two Year Colleges; Womens Education
IDENTIFIERS- Higher Education General Information Survey; *Integrated Postsecondary Education Data System

This report summarizes results of survey data gathered by the Integrated Postsecondary Education Data System concerning the numbers and types of degrees awarded in academic year 1993-94,

Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Color; *Computer Assisted Instruction; Computer Graphics; Computer Interfaces; Computer Software Development; *Coping; Delivery Systems; Higher Education; Instructional Material Evaluation; *Metaphors; *Stress Management; Time Management
IDENTIFIERS- *Graphical User Interfaces

This paper examines the benefits of a metaphorical graphical user interface (GUI) and discusses how metaphorical interfaces can be used to deliver instruction on stress management. A computer-based instructional (CBI) program for college students was developed on the fundamentals of stress and the role of time management as a coping strategy. The instructional program, called, "Building Coping Skills on a Firm Foundation," begins by offering nine categories of college student stress: instruction; competition; managing time; adjusting to college; administrative problems; social adjustment; finances; housing; and transportation. The metaphorical GUI for this program provides for engagement, orientation, familiarity and transfer, and coherence. The primary metaphor for this program is a building construction site. In addition to the use of primary and secondary metaphors, the program uses color selectively to focus the learner's attention. Upon completion, the program will be tested to determine if the metaphorical GUI contributes to the students' understanding of the relationship of time management to coping with stress. (Contains 25 references.) (AEF)

ED 397 779 IR 017 967

Bishop, M. J.; Cates, Ward Mitchell
A Door Is a Big Wooden Thing with a Knob: Getting a Handle on Metaphorical Interface Design.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Grade 9; High Schools; Instructional Materials; Literary Criticism; *Metaphors; Models; Poetry; Reading Skills
IDENTIFIERS- *Graphical User Interfaces; Interactive Systems; Lehigh University PA; Navigation (Information Systems); *Poe (Edgar Allan)

This paper chronicles the evolution of a metaphorical graphical user interface (MGUI) at Lehigh University (Pennsylvania). From its inception, "The Funeral of Edgar" has been a guided exploration of Edgar Allan Poe's poem, "The Raven," aimed at modeling high school students' critical and analytical reading skills. This product is targeted for the 9th grade student enrolled in an English class with limited exposure to literature. In the initial interface, which was graphical but non-metaphorical, four resources were represented by four books

ED 397 797 IR 017 985

Hardy, R. Donald; Jost, Karen Lee
The Use of Music in the Instructional Design of Multimedia.
PUB DATE- 96
NOTE- 23p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Style; *Computer Uses in Education; *Instructional Design; Multimedia Instruction; *Multimedia Materials; *Music; Science Instruction; Secondary Education; Student Attitudes; Teaching Methods

This study explores the way music operates in the mental processing of computer-supported instructional messages, whose other modes are text and graphics. The experiment examined the effect of music on the immediate recall and understanding of three equivalent science lessons delivered by a computer. The objective properties of the music were manipulated to produce feelings that were congruent with the psychological dynamics of the lessons' instructional strategies. This technique sought to enhance achievement by stimulating multiple (triple) encoding in short term memory. It aligned an abstract musical input, which elaborated subjectively on content, with instructional strategy, which is a subjective lesson element. This research, therefore, proposed and tested a variable, Music-Instructional Strategy-Integration (MISI) element, that moderated the instructional treatments. The study also sought subjects' affective evaluations of the lessons accompanied by music as well as their preferences for music in association with academic endeavors. The experimental procedure examined the effects on achievement of three forms of ninth grade lessons on physical science topics, each of which was differently moderated by music or ran in silence. The primary analysis of variance showed no significant statistical results regarding achievement. There was no statistically significant difference in the subjects' rating of the musical patterns, and no relationship between achievement scores and subjects' ratings was found. The subjects were consistent in favoring an association of music with academic activity. The study found that the inclusion of music can stimulate positive student affect toward computer-supported instruction and toward science instruction. It identifies the need for additional research with multiple encoding, and with literal music, which depicts content by becoming one of its objective parts. An appendix lists musical compositions used in the research. (Contains 69 references.) (Author/SWC)

ED 397 798 IR 017 986

Hawley, Chandra; And Others
Electronic Mail: An Examination of High-End Users.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English

the features, and they were more likely to offer criticism of navigational aspects of the model and of the model's value as a writing aid. No significant writing improvement or gender difference was detected. The implications of the results are discussed regarding the instructional design and classroom implementation of new technologies for teaching process writing strategies. The continuing challenge for instructional designers is effectively integrating the new delivery strategies to fit classroom conditions and curriculum needs. Possible system improvements include incorporation of more word processing elements as well as security and networking arrangements for safer and easier file management. The model might also be revised to allow more instruction from the teacher and to restrict access to certain features to those students who have mastered relevant skills. (Contains 41 references.) (SWC)

ED 397 816 IR 018 004

Mann, Edward
A Case Study of Instructional Design Practices: Implications for Instructional Designers.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comprehension; Computer Networks; Computer Software; *Corporate Education; Formative Evaluation; Inservice Education; Instructional Design; *Instructional Effectiveness; Models; Needs; Surveys; Time Factors (Learning); Training; *Use Studies
IDENTIFIERS- *Computer Manufacturers; Information Value; *Instructional Systems Design

High tech organizations such as Storage Technology Corporation (STK), a producer of hardware and software within the mainframe, mid-range, and open systems (networked) environments, are increasingly under pressure to both reduce cycle time in bringing newer technologies to an international marketplace and produce timely and effective instruction. Traditional cascaded Instructional Systems Design (ISD) Models, assumed to be in common practice, are used as processes at STK. A survey was distributed to determine which steps are followed in an ISD model and why certain steps are omitted, with a 69% response rate. Findings indicate that the models are not followed because employees do not understand all the steps or do not have the time to complete them, or because decisions have been preempted prior to the project getting to the instructional designer. The ability of ISD models to meet instructional designer needs is discussed in light of the inquiry. Findings suggest that traditional ISD models, after which STK processes are patterned, are not followed, and therefore not of value to the corporation other than to satisfy a need to implement a standard for doing business. (Contains 10 references.) (SWC)

ED 397 817 IR 018 005

Marcinkiewicz, Henryk R.; And Others

the materials are appropriate to the learning outcome: if they include adequate instruction on the subordinate skills; if they are clear and readily understood by representative members of the target group; the motivational value and relevance of the materials; and whether they can be managed efficiently in the manner mediated. Richey identified six core elements of systematic design processes, which include: determining learner needs; determining goals and objectives; constructing assessment procedures; designing and/or selecting delivery approaches; testing the instructional system; and installing and maintaining the system. It was concluded that attention to the context of learning and to how that context facilitates learning, is the "value added" by adopting a constructivist epistemology in instructional design. (Contains 19 references.) (AEF)

ED 397 832   IR 018 020

Russell, Anne L.
Six Stages for Learning To Use Technology.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Assignments; Childrens Literature; Computer Anxiety; *Computer Mediated Communication; *Electronic Mail; Foreign Countries; Higher Education; Inservice Teacher Education; *Journal Writing; *Learning Activities; Metacognition; Role Playing; *Student Attitudes
IDENTIFIERS- Computer Use; Queensland University of Technology (Australia)

Learning to use technology can be traumatic for adults. This study is qualitative and based on personal e-mail diaries written by adult learners. It identifies six stages adults may go through as they learn to use technology to communicate electronically. Initially, 30 teachers studying in a post-graduate university course were involved in a compulsory assignment which required them to learn to use e-mail. They were asked to take the role of a character from a children's book and respond to letters from school children. In addition to e-mailing the children, each participant was required to send three e-mail messages, or metacognitive reflections, to their professor explaining how they were learning to use the technology. Six categories emerged from the diary reports and formed the stages which learners typically go through as they learn to use the technology: (1) awareness; (2) learning the process; (3) understanding and application of the process; (4) familiarity and confidence; (5) adaptation to other contexts; and (6) creative application to new contexts. Once the stages were identified, new students were introduced to the stages at the beginning of their on-line assignment. There were enough positive student reflections to indicate that computer anxiety was overcome at the completion of the task and at confirmation of the six stages. (AEF)

ED 397 833   IR 018 021

Ryder, Martin; Wilson, Brent
Affordances and Constraints of the Internet for Learning and

DESCRIPTORS- *Classroom Communication; *Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; Course Objectives; *Distance Education; Graduate Students; *Group Discussion; Higher Education; Instructional Effectiveness; Interaction; Learning Motivation; Learning Strategies; Mentors; Teacher Student Relationship; Teaching Methods; Teleconferencing

IDENTIFIERS- Collaborative Learning; Negotiated Evaluation

This study describes the use of VaxNotes, an electronic conferencing software, in a 16-week graduate distance learning course at a large Midwestern university. The seminar was taught at two campuses, by two instructors, connected by video and audio distance learning technologies. Discussions held outside class were conducted initially by electronic mail (e-mail), later using VaxNotes. The instructor provided guidelines for the student electronic discussion, and participation was worth 25% of the final class grade. Notes were collected from the e-mail and VaxNotes systems, 84 of 408 were contributed by the instructors. Detailed quantitative analysis was conducted on two randomly selected weeks of notes, and coded into participation categories and participant role. Instructors' contributions were also analyzed. In the electronic discussions, students selected topics, determined goals, and shared experiences and understanding with peers. The study reveals a promising way of employing an ordinary communications technology to facilitate students' learning. Further empirical research is recommended to verify the note coding schemes and models of analysis. Further studies to establish practical guidelines for incorporating computer mediated tools into classrooms are also recommended. Includes 11 tables with analyzed data on the electronic notes, and a diagram illustrating the pattern of knowledge construction in the electronic discussion. (Contains 42 references.) (SWC)

ED 397 850 IR 018 044

Ommerborn, Rainer; Schuemer, Rudolf

Fernstudium im Strafvollzug. Eine Empirische Untersuchung. ZIFF-Papiere 102 (Distance Education in Prison: An Empirical Study. ZIFF Paper 102).

PUB DATE- 96

NOTE- 178p.

LANGUAGE- German

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Cooperative Learning; *Correctional Education; *Distance Education; Foreign Countries; Learning Motivation; Nontraditional Education; *Outreach Programs; Participant Satisfaction; Postsecondary Education; *Prisoners; Problems; Questionnaires

IDENTIFIERS- *Fernuniversitat (West Germany)

This study examined the educational situation of prisoners enrolled in courses at the FernUniversitat (the German distance teaching university). A survey questionnaire, developed with the help of imprisoned students, was administered to approximately 200 student prisoners. Of the 99 returns, 95 were found usable to base the results of this study. Results included the following: (1) only half of the students had the formal educational qualifications usually required for studying at a German university. About half of the students enrolled for single courses, while the others were either full-time or part-time students of degree programs; (2) the most-cited motivations for studying were in order to make sense of the prison sentence and to improve the chances for getting a job

Neil Warrence. (TGI)

ED 397 869 JC 960 463

Ashby, W. Allen
Questioning Critical Thinking: Funny Faces in a Familiar Mirror.
PUB DATE- Jun 96
NOTE- 20p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Critical Thinking; Educational Objectives; *Educational Philosophy; Higher Education; Institutional Mission; *Reflective Teaching; *Teacher Effectiveness; Teacher Role; *Teaching Methods; Thinking Skills

Although college mission statements related to promoting a sense of responsibility in students, fostering the desire to learn, and promoting critical thinking sound good, few people actually think about what the words mean or help teachers understand what practices might actually achieve those goals. Thinking skills taught in classrooms can vary from rote thinking, or learning to follow steps; right thinking, or learning to get the right answers; expressive thinking, or undertaking creative and independent activities; to critical thinking, or developing analytical intellectual powers. Ultimately, critical thinking will only occur if there is a critical question in front of the classroom. Critical questions exist when an issue is felt to be real by everyone in the class, students state their positions and give sufficient evidence to make their perspectives clear, there is a desire for dialogue, students can clearly state opposing viewpoints and realize that closure is not going to be possible, and connections can be made to dissimilar situations. To ensure that critical questions exist in the class, teachers might concentrate lectures into a set of questions, with at least one being critical, and write them on the board before class, hand them out to students, or have students ask questions individually. Contains 21 references. (BCY)

ED 397 870 JC 960 464

Dietrich, Marilyn L.
The Image of the Community College: Faculty Perceptions at Mercer County Community College.
PUB DATE- Jun 96
NOTE- 18p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; *Community Colleges; Institutional Characteristics; *Negative Attitudes; Open Enrollment; *Organizational Development; Professional Development; *Public Opinion; *Student Attitudes; Student Experience; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Mercer County Community College NJ

As part of an effort to improve the image of Mercer County Community College, in New Jersey, a faculty member conducted interviews of 15 colleagues and 4 students to determine their and an exam on nuclear terrorism, are appended. (BCY)

ED 397 888 JC 960 490

Oregon Community College 1994-95 Profile.
PUB DATE- Apr 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; College Faculty; Community Colleges; *Enrollment; *Ethnic Distribution; Expenditures; Full Time Faculty; Income; *Institutional Characteristics; Part Time Faculty; Property Taxes; Racial Distribution; *School Demography; Staff Utilization; *Student Characteristics; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Oregon

This statistical profile of Oregon's Community Colleges provides information as of 1994-95 on students, faculty and staff, finances, programs, and services. Data presented for students include full-time equivalent (FTE) and headcount trends; FTE by program and by term for the system's 16 colleges; unduplicated headcount by program by institution; percentage distribution of enrollment of headcount by instructional program; percentage distribution of enrollment of reimbursable and nonreimbursable FTE by program; enrollment distribution among institutions; FTE change by institution and program; resident and non-resident headcounts; gender totals; age distribution; racial/ethnic distribution; students by county of residence; Oregon public high school graduates attending fall term; awards granted by gender; and fall fourth week headcounts, 1991-94. Data for faculty and staff include numbers of full- and part-time faculty and faculty racial/ethnic status by gender; faculty and administrative base salaries; administrators by gender and racial/ethnic classification; full- and part-time non-teaching professionals by gender; and full- and part-time classified and support staff by gender. Financial data is then presented on general fund operating revenues and expenditures by percent and category, special revenue fund revenues and expenditures, direct instructional costs by program and FTE, property taxes, reimbursable FTE and taxes, tuition rates, financial aid expenditures, and the relationship between costs and state appropriations. Finally, data on programs and services are presented, focusing on libraries; contracted out-of-district FTE students, costs, and resources; developmental education by FTE, age, race, and as percentage of total developmental FTE; statewide General Educational Development headcount; and small business development centers funding levels and activity summaries. (BCY)

ED 397 889 JC 960 491

Hammond, Ron J.
Teaching Relationship Skills in Diversity.
PUB DATE- 28 May 96
NOTE- 13p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

As part of a review of the Speech and Theatre department, William Rainey Harper College in Illinois conducted a study in spring 1995 of students who had earned at least 12 hours of credit in the program during the past 5 years. Specifically, the study sought to determine students' motivation for enrolling, their current status, and how they benefited from the courses. The study sample consisted of 250 students who were enrolled in Speech 101 only, 223 enrolled in Speech 101 and at least 1 advanced speech course, 236 enrolled in Speech 101 and at least 1 theater course, and 175 enrolled in Speech 101 and at least 1 theater and 1 advanced speech course. Study findings, based on responses from 334 former students, included the following: (1) 78% of those taking Speech 101 only had enrolled because it was required for a degree; (2) with respect to students' use of 8 basic skills listed on the survey, those enrolled in both advanced speech and theater courses were more likely to use the skills and reported that they were better prepared in the skills than other students; (3) these students were also more likely to be employed full-time than other students; and (4) the three groups taking speech or theater courses beyond Speech 101 rated that course as more beneficial than those taking only Speech 101. The survey instrument is appended. (BCY)

ED 397 908 JC 960 517

Lucas, John A.; Magad, Eugene
Follow-Up Study of Former Materials/Logistics Management Students at Harper College, 1990-1995. Volume XXIV, Number 14.
PUB DATE- Apr 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Office Management; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Purchasing; *Student Attitudes; Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Materials Handling; William Rainey Harper College IL

In fall 1995, William Rainey Harper College in Illinois conducted a study of former students in the Materials/Logistics Management (MLM) program to determine their evaluation of their educational experiences in the program. The sample consisted of 298 former MLM students from 1990 to 1995, including 119 students who had earned 48 credit hours but did not graduate, 145 who had earned a certificate, and 34 who had earned an associate degree. Study findings, based on responses from 96 former students, included the following: (1) the most commonly cited achievement for the non-graduating students was that they had prepared themselves for a job, while certificate students most often cited their certification and degree students a promotion in their job; (2) with respect to the most effective instructional method, the highest rated method was class discussion, followed by lectures and case studies; (3) the most effective method of attracting students to the program was recommendation by colleagues and supervisors, followed by general college literature, college brochures mailed to students' homes, and the class schedule mailed to their homes; and (4) student comments on the program varied from the perception that it was too easy, that outreach was not effective enough, and that the program was not on the cutting edge. The survey instrument is appended. (BCY)

ED 397 909 JC 960 518

indicates that the average cost per FTE student was $4,672, lower than the FY 1995 average cost of $4,684. The final section provides data on support provided by Prince George's County to PGCC, as well as an analysis of the level of county support received by four peer institutions. This section indicates that for FY 1997 County contributions represented 25 percent of the PGCC's budget, a decrease of 7.9 percent from FY 1996. Data tables are included. (BCY)

ED 397 927   JC 960 562

Todd, Allysen
A Paradigm Shift: Recruiting, Training, and Developing Quality Part-Time Faculty.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Teaching for a Change Conference (6th, Aurora, CO, June 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; *College Faculty; Community Colleges; English Departments; Evaluation Criteria; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Faculty Recruitment; *Part Time Faculty; *Personnel Selection; Portfolios (Background Materials); Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- Community College of Allegheny County PA

The English Department at the Allegheny Campus of the Community College of Allegheny County, in Pennsylvania, has implemented standards for recruiting, training, and providing development opportunities for part-time faculty. To ensure high quality instruction and a continuity of standards between full- and part-time faculty, the same criteria for hiring and the same evaluation process are used for both groups of faculty. The hiring process is conducted by a Part-Time Faculty Coordinator and a Part-Time Faculty Committee, composed of volunteer full-time faculty who review applications, conduct interviews, and submit selections to the department head. In an effort to monitor standards and to ensure the fairness of evaluation, part-time faculty are required to submit a portfolio during their first semester of actual hire. In addition, all part-time faculty are ranked by the Committee as either highly competitive, competitive, or non-competitive to reward instructors whose performance has been exemplary and enable department heads to make fair and informed staffing decisions. Part-time faculty are also invited to participate in almost all academic and social functions of the department, including meetings, committees, and professional development activities. Includes guidelines for screening faculty portfolios, a part-time staffing record form, a list portfolio requirements, and a syllabus evaluation form. (TGI)

ED 397 928   JC 960 563

Mende, Richard
Building Global Learning Communities through the Internet.
PUB DATE- 28 May 96
NOTE- 11p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Toronto, Ontario, Canada, May 26-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Karther, Diane
Even Start Parents' Practices and Views of Literacy.
SPONS. AGENCY- Monongalia County Board of Education, Morgantown, W. Va.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Family Environment; *Family Influence; *Literacy; Parent Role; *Parents as Teachers; Preschool Education; Qualitative Research; *Reading Skills; *Social Influences
IDENTIFIERS- *Even Start

The family's influence on children's learning accounts for 80 percent of variance in students' academic performance. The present study, framed by the concept of human development within ecological contexts as elaborated by Bronfenbrenner (1979), investigated literacy practices and views of parents with limited literacy skills who participated in a home-based Even Start program. The program was implemented in a small city in the Appalachian region of the United States. The subjects were five parents--three mothers and two fathers--from three families of low socioeconomic status as determined by family income. Data were drawn from semi-structured interviews of parents and Even Start staff, observations of Even Start home visits and of parent-child storybook sharing, parent responses to hypothetical learning situations, and results of the HOME Screening Questionnaire. The results indicated that all parents valued education for themselves and their children. The parents realized to a certain degree that they had an influence on their children's learning. However, they needed the encouragement and clarification of the benefits of their efforts and of their role as teachers. The Even Start program has helped each of the parents to gain confidence and expand their repertoire of activities to promote literacy. Contains 16 references. (MOK)

ED 397 948 PS 024 272

Shock, Diane H., Ed.
Title I in Ohio: Elementary and Secondary Education Act, 30th Annual Evaluation Report. Fiscal 1995.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; *Compensatory Education; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *Financial Support; Language Arts; Outcomes of Education; Parent Participation; Program Effectiveness; Reading Skills; Special Education; State Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; Ohio

Title I of the Elementary Secondary Education Act authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs be designed to provide appropriate supplemental

Directory of Early Childhood Care and Education Organization in Asia and the Pacific.
PUB DATE- 95
NOTE- 372p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Advocacy; *Community Programs; *Day Care; Developed Nations; Developing Nations; *Early Childhood Education; *Family Programs; Foreign Countries; Government Role; Infants; Information Centers; *Organizations (Groups); Preschool Children; Teacher Education Programs; Well Being
IDENTIFIERS- *Asia; *Asia Pacific Region; UNESCO; United Nations Convention on Rights of the Child

The care and education of children is a primary task of all societies, and the role of parents, families, and communities is essential in this process. This directory describes the major activities of 360 non-governmental and governmental organizations, based in 30 countries in Asia and the Pacific region (Australia; Bangladesh; Bhutan; Cambodia; China; Fiji; Guam; Hong Kong; India; Indonesia; Iran; Israel; Japan; Kazakhstan; Korea; Malaysia; Maldives; Nepal; New Zealand; Pacific Islands; Pakistan; Papua New Guinea; Philippines; Singapore; Solomon Islands; Sri Lanka; Thailand; Turkey; Vanuatu; Vietnam; and Western Samoa), involved in early childhood care and education. Pertinent data on these organizations' family, young child, and community programs and their information activities are included. The directory is intended for professionals working with and for children, to facilitate communication and information-sharing to improve the situation of children. Directory information was compiled through a questionnaire sent to 800 Asian-Pacific organizations. A sample questionnaire is included with the directory to encourage users to update the information provided. Two articles offer an overview of the situation of children and their family environment in Asia and the Pacific, and an analysis of the information collected in the directory. Statistical tables then present an overview of basic social and economic statistics by country, directly concerning the 0-5 year age group. Profiles are arranged alphabetically by country and official organization name, and include the following: (1) identification and contact information; (2) aims, type, and countries in which the organization is active; (3) cooperation/partnership activities; (4) major activities in the young child, family, and community programs; and (5) services and information activities offered. Lists of potential funding sources of early childhood activities and information sources on early childhood issues are included. Five indices facilitate information retrieval. Included in the annexes are the main provisions of the U.N. Convention on the Rights of the Child. A form for evaluating the directory is included. (KDFB)

ED 397 967 PS 024 381

Families and Education. Occasional Papers Series, No. 18, 1995.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Child Rearing; Culturally Relevant Education; Cultural Relevance; Developed Nations;

*Expectation; Grades (Scholastic); Lower Class; Low Income; *Mothers; *Occupational Aspiration; Occupational Clusters; Occupations; *Parent Aspiration; Parent Attitudes; Parent Participation; Parents; Performance; Poverty; Questionnaires; Standardized Tests; Success
IDENTIFIERS- *Parent Expectations

This study explored mothers' beliefs about their children's educational and occupational futures, and it examined relationships between mothers' beliefs and children's academic achievement and between mothers' beliefs and maternal perceptions of parental responsibilities. A sample of 141 mothers and their first- or fourth-grade child participated in the study. The mothers had relatively low levels of formal education and annual household incomes. During interviews, mothers answered questions about the type of job they expected their child would hold as an adult and the type of job they believed would be ideal for their child. Mothers also completed a questionnaire designed to measure ideas about parental responsibilities. In addition, report card grades and standardized achievement scores were obtained from the child's school. The study found that the children of mothers who believed their child would attain the amount of education needed for the ideal and expected job had significantly higher report card grades and standardized achievement scores than did the children of mothers who thought the ideal job required more education than the child would receive. Mothers who believed their child would attain the amount of education needed for the ideal and the expected job had significantly higher parental responsibility scores than did mothers who believed their child would not attain the amount of education necessary for the ideal job. (Author/BGC)

ED 397 984 PS 024 451

Silin, Jonathan G.
When Safety and Joy Are Breached.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Cognitive Style; Early Childhood Education; Educational Philosophy; Educational Theories; Homosexuality; *Narration; *Personal Narratives; Poverty; Progressive Education; Social Action; Social Problems; Social Psychology; Sociology; *Story Telling; Substance Abuse; Violence; Writing (Composition); Young Children
IDENTIFIERS- American Educational Research Association; Camus (Albert); Foucault (Michel); Illich (Ivan); *Postmodernism

Increasingly, narrative has been accepted as an essential mode of knowing and thinking. However, contemporary educators are unlikely to acknowledge that narrative is as essential to social and political action as it is to personal catharsis and self-understanding. In many schools, narrative writing has become an end in itself rather than the beginning of curriculum work. With new emphases on whole language instruction, process writing, and qualitative research methodologies, early childhood educators are becoming more willing to listen to life stories of students and teachers. This conference paper questions the use of narrative or story in research and education. The following sections address different aspects of

Secondary Education; *Student Financial Aid; Student Loan Programs; Vocational Education
IDENTIFIERS- *College Assistance Migrant Program

This bilingual guide (English and Spanish) provides information for migrant students on postsecondary education. The guide includes information on: (1) career planning, involving self-exploration, occupational exploration, and strategies for reaching career objectives; (2) planning for postsecondary education during high school, including a year-by-year plan for grades 10-12; (3) planning for technical or vocational school, including a year-by-year plan for grades 9-12; (4) financial aid through grants, loans, work study, and scholarships, and tips for applying for financial aid; and (5) the College Assistance Migrant Program (CAMP), a federal program that provides aid to higher education institutions to fund academic and personal support services for eligible migrant and seasonal farmworker students. The name and addresses of universities that accept applications for CAMP are included. Terms related to postsecondary education are explained, such as commuter student, quarter, residency, American College Testing Program (ACT), the College Level Examination Program (CLEP), and the Preliminary Scholastic Aptitude Test (PSAT). The remainder of the guide provides information on 51 scholarships, many of which target minority and migrant students. Entries include name, foundation or corporation, address, purpose, eligibility, award, application deadline, and restrictions. (LP)

ED 398 001 RC 020 610

Weber, Holly, Ed.; Thompson, Ken, Ed.
Wilderness Medicine Newsletter, 1995.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Accidents; *Camping; Diseases; Emergency Medical Technicians; *First Aid; Injuries; Legal Responsibility; *Medical Services; Outdoor Activities; Outdoor Education; *Rescue; *Risk Management; Safety; Training; Wilderness
IDENTIFIERS- Emergency Preparedness; *Outdoor Leadership

This document consists of the six issues of the "Wilderness Medicine Newsletter" issued during 1995. The newsletter addresses issues related to the treatment and prevention of medical emergencies in the wilderness. Issues typically include feature articles, interviews with doctors in the field of wilderness medicine, product reviews, notices of upcoming wilderness conferences and training courses, additional resources, and general information relevant to medical services and outdoor activities. Feature articles in this volume cover legal and ethical issues for the wilderness care provider; qualifications of outdoor leaders; high altitude illness; "crush syndrome" following rescue from crevice entrapment; parasitic infestations of humans by viruses, bacteria, fungi, protozoa, and parasitic worms; hepatitis-A; first aid for children; prevention, recognition, and treatment of hypothermia; items to include in first aid kits; treating chest injuries in the wilderness; and cardiac risk assessment for

Elementary Secondary Education; Essays; Ethnicity; *Family Life; Fiction; Nonformal Education; Racial Relations; Whites
IDENTIFIERS- *Native Americans

This anthology contains 22 essays and fictional writings about childhood by well-known Native American writers of the United States and Canada, from the 19th century to the 1990s. Selections include short stories, excerpts from novels, autobiographical sketches, and essays about the relationship between language and culture, family relationships, traditional child-rearing and educational practices, children's perspectives on first contacts between Native Americans and Whites, a young boy's first (and last) buffalo hunt, experiences in mandatory boarding schools, experiences of child abuse and racism, identity formation, and children's resistance and survival. Following "Foreword: Reflections on Identity and Culture" (Ines Hernandez) and an introduction by Patricia Riley, selections are "The Language We Know" (Simon Ortiz); "The Warriors" (Anna Lee Walters); excerpt from "Waterlily" (Ella Cara Deloria); excerpt from "Life among the Piutes" (Sara Winnemucca Hopkins); "Ni-Bo-Wi-Se-Gew" (Ignatia Broker); "Wasichus in the Hills" (Black Elk, as told to John G. Neihardt); "At Last I Kill a Buffalo" (Luther Standing Bear); excerpt from "The Middle Five: Indian Schoolboys of the Omaha Tribe" (Francis La Flesche); excerpt from "Lame Deer: Seeker of Visions" (Lame Deer, Richard Erdoes); excerpt from "Love Medicine" (Louise Erdrich); "A Day in the Life of Spanish" (Basil Johnston); excerpt from "Sundown" (John Joseph Mathews); excerpt from "Mean Spirit" (Linda Hogan); excerpt from "The Names: A Memoir" (N. Scott Momaday); "Notes of a Translator's Son" (Joseph Bruchac); "Turbulent Childhood" (Lee Maracle); "The Talking That Trees Does" (Geary Hobson); "Water Witch" (Louis Owens); "Grace" (Vicki L. Sears); "Uncle Tony's Goat" (Leslie Marmon Silko); excerpt from "Yellow Raft in Blue Water" (Michael Dorris); and "The Ballad of Plastic Fred" (Eric L. Gansworth). (SV)

ED 398 018 RC 020 673

Rural Education and Training.
PUB DATE- Jun 95
NOTE- 68p.; For abstracts of individual articles, see RC 511 455-468.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Literacy; Dropouts; Educational Attainment; Elementary Secondary Education; Higher Education; *Human Capital; Job Skills; *Job Training; *Labor Force; National Surveys; Rural Areas; *Rural Development; *Rural Education; Rural Population; Rural Schools; Rural to Urban Migration; *Rural Urban Differences; Rural Youth

This special theme issue reports key results from a comprehensive assessment of skill development among the rural workforce and of rural education and job training in rural areas. This comprehensive assessment had three goals: to develop better measures of rural skills than were previously available, to identify human capital initiatives that contribute to rural economic development, and to develop a fuller understanding of barriers that prevent rural individuals from obtaining needed job skills. Six of the eight articles in this issue report extensive statistical analyses of major government surveys of households, students, and schools. These surveys include the 1987-88 Schools and Staffing Survey, the National Assessment of

ED 398 035 RC 020 691

Upitis, Rena
No Strings Attached: Personalizing Mathematics.
PUB DATE- 95
NOTE- 27p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Discovery Learning; *Experiential Learning; Foreign Countries; Higher Education; *Independent Study; *Mathematics Education; Personal Narratives; *Preservice Teacher Education; Relevance (Education); *Student Attitudes; *Student Projects; Student Responsibility
IDENTIFIERS- Student Engagement

In this chapter, a college teacher describes the use of personal projects in a class on mathematics teaching for preservice teacher-education students. The personal project required students to learn something new or to do something they had never done before, and to document their learning through a journal or other reflective record. In addition, students were asked to discover the role of mathematics in their project, although math was not to be considered in choosing a project. The assignment carried no threat of evaluation; all students were given an "A." Students chose a wide variety of projects, although many involved artistic expression or handicrafts. Journal excerpts present student reactions at various stages of the project. Initial reactions ranged from elation at being allowed the choice of what to learn, to fear of the open-ended nature of the assignment, to feelings that the assignment would not be valuable in terms of mathematics education. Common occurrences during the early phases of the project included students changing their minds about their projects and the experience of gathering materials. During mid-phases, students often experienced frustration, impatience, and anxiety. By project completion, students had discovered that mathematics was involved in their project, had begun to "see math everywhere," and had gained increased confidence in their own math abilities. For preservice teachers, thinking about their own learning invariably led to new ways of thinking about teaching and to real commitment to lifelong learning. Contains 36 references. (SV)

ED 398 036 RC 020 692

Jardine, David W.
"The Stubborn Particulars of Grace."
PUB DATE- 95
NOTE- 17p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Educational Practices; Elementary Secondary Education; Experiential Learning; Foreign Countries; *Holistic Approach; *Integrated Curriculum; *Mathematics Education; Reflective Teaching
IDENTIFIERS- *Ecological Perspective

This chapter presents a philosophical reflection on ecological mindfulness as it relates to curriculum integration, mathematics education, and experiential education. The chapter's title refers to a collection of poems that are full

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Conservation (Environment); Early Childhood Education; *Environmental Education; Hands on Science; *Inservice Teacher Education; Investigations; *Teacher Workshops

This manual contains an outline of a 4-day teacher training workshop focusing on environmental education at the early childhood level. The overall purpose of the workshop is to stimulate the infusion of environmental education into early childhood programs as a way of fostering in young children an understanding of and appreciation for the natural environment. The format of the workshop represents a hands-on process approach to learning and is based on a problem-solving and investigative instructional approach. The workshop is designed to be implemented over a 4-day period with a 1-day follow-up session scheduled several months after the initial sessions. During the interim, workshop participants are expected to develop and field test an instructional unit with an accompanying activity kit that is to be shared during the follow-up session. This includes introduction, rationale, and purpose and objectives; overview of the workshop; designing the workshop; publicity and recruitment; application and confirmation; workshop outline; additional ideas; time line for participants' responsibilities; evaluation; references; and additional resources. Appendices include funding proposal for the workshop, bibliography of books relating to trees, Project Learning Tree bibliography, storytelling for all ages, and Life Lab curriculum. (JRH)

ED 398 055 SE 058 394

Burton, Larry D.

How Teachers Teach: Seventh-and Eighth-Grade Science Instruction in the USA.

PUB DATE- 31 Mar 96

NOTE- 22p.; Paper presented at the Annual Conference of the National Science Teachers Association (St. Louis, MO, March 31, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Constructivism (Learning); Educational Strategies; Junior High Schools; Science Instruction; *Science Teachers; Surveys; Teacher Competencies; *Teacher Effectiveness; Teaching Methods

This study explored possible relationships between teacher efficacy, the use of instructional practices, and context variables. It sought to determine what instructional practices were used by 7th- and 8th-grade science teachers, the extent to which these practices were used, and the relationship between teacher efficacy and the use of specific instructional practices. Teachers from public, private, and parochial schools (N=285) were surveyed using an instrument that consisted of 3 sections: context variables, the Science Methods and Materials Scale, and the Science Teaching Efficacy Beliefs Instrument. Findings include the following: (1) while many significant relationships were found between teacher efficacy and the use of specific instructional practices, the correlations were weak; (2) more than two-thirds of the teachers did not use computers in science instruction; (3) statistically significant positive relationships exist between the use of specific constructivist instructional methods and teacher efficacy; and (4) statistically significant relationships, both positive and zoos, aquariums, nature/science centers, museums, and botanical gardens. A total of 2081 teachers and 708 nonformal educators responded to the survey. Results indicate that both formal and nonformal educators overwhelmingly support environmental education and think that it should be a priority in their institutions. The educators surveyed were enthusiastic about supporting programs that linked formal classroom education with experiential learning at nonformal institutions. The majority of teachers expressed a need for educational resources to help them incorporate biodiversity into their teaching programs. Appendices include survey methodology, teacher education and nonformal education surveys and results, and a draft biodiversity education framework. Contains 12 references. (JRH)

ED 398 076 SE 058 792

Bellamy, Mary Louise Ed.; Frame, Kathy Ed.
Neuroscience Laboratory and Classroom Activities.
SPONS. AGENCY- National Inst. of General Medical Sciences (NIH), Bethesda, Md.
PUB DATE- 96
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Neurology; Partnerships in Education; *Science Activities; *Science Experiments; Secondary Education
IDENTIFIERS- Learning Cycle Teaching Method; *Nervous System; *Neurosciences

This publication is part of a larger project involving partnerships between high school biology teachers and neuroscientists. It contains neuroscience laboratories and classroom activities, most of which provide opportunities for students to design and conduct their own experiments. Each lab contains directions for both teachers and students and is based on the Learning Cycle approach. Directions for teachers include synopsis, level, student prior knowledge, integration into the biology curriculum and across the curriculum, objectives, getting ready, teacher background, safety notes, procedure, teaching tips, suggested modifications for students who are exceptional, references, and suggested reading. Directions for students include introduction, materials, safety notes, procedure, and analysis. Topics include the sense of hearing, the vestibular system, reflex responses, neural processing, neuronal plasticity, making sensory comparisons, pain pathways, stress and the nervous system, olfactory fatigue and memory, epilepsy, reaction time and neural circuitry, and visual perception. Appendices include formats used to develop the labs and classroom activities and scientists' guidelines for preparing activities for high school students. (JRH)

ED 398 077 SE 058 793

Bellamy, Mary Louise Ed.; Frame, Kathy Ed.
Biology on a Shoestring.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; Constructivism (Learning);

more. These authors' works are widely taught, but little critical comment is yet available about them. Written specifically for instructors in literature courses, these essays focus on longer works of prose in each of the four major ethnic literatures of the United States: Native American, Mexican American, Asian American, and African American. The Native American section includes: (1) "Indian Preservation: Teaching "Black Elk Speaks" (G. Thomas Couser); (2) "Beauty Before Me: Notes on House Made of Dawn'" by N. Scott Momaday (Helen Jaskoski); (3) "Crying for Vision in James Welch's Winter in the Blood'" (William W. Thackeray); (4) "Leslie Marmon Silko's Ceremony: From Alienation to Reciprocity'" (Norma C. Wilson); and (5) "Building Bridges: Crossing the Waters to a Love Medicine'" by Louise Erdrich (John Purdy). The African American section contains: (1) "Ethnic and Gender Identity in Zora Neale Hurston's Their Eyes Were Watching God'" (Susan Meisenhelder); (2) "Racial Discourse and Self-Creation: Richard Wright's Black Boy'" (Yoshinobu Hakutani); (3) "'Measure Him Right': An Analysis of Lorraine Hansberry's Raisin in the Sun'" (Jeanne-Marie A. Miller); (4) "'Closer to the Edge': Toni Morrison's Song of Solomon'" (Linda Wagner-Martin); and (5) "A Fairy-Tale Life: The Making of Celie in Alice Walker's The Color Purple'" (Daniel W. Ross). The Mexican American section includes: (1) "Learning to Read (and/in) Rudolfo Anaya's Bless Me, Ultima'" (Juan Bruce-Novoa); (2) "Chicano Theatre Reaches the Professional Stage: Luis Valdez's Zoot Suit'" (Elizabeth Ramirez); (3) "Entering The House on Mango Street'" by Sandra Cisneros (Julian Olivares); and (4) "Richard Rodriguez's Hunger of Memory' and New Perspectives on Ethnic Autobiography" (Antonio C. Marquez). The Asian American section contains: (1) "Searching for the Heart of 'America'" by Carlos Bulosan (E. San Juan, Jr.); (2) "'Growing with Stories': Chinese American Identities, Textual Identities" (Maxine Hong Kingston); (3) "Experiential Approaches to Teaching Joy Kogawa's Obasan'" (Mitsuye Yamada); (4) "Reading Between the Syllables: Hisaye Yamamoto's Seventeen Syllables and Other Stories'" (King-Kok Cheung); and (5) Swan-Feather Mothers and Coca-Cola Daughters: Teaching Amy Tan's The Joy Luck Club'" (Wendy Ho). Each essay is accompanied by bibliographies and pedagogical strategies for helping students appreciate texts from a variety of cultures and traditions. (EH)

ED 398 099 SO 026 325

Kelly, David H., Ed.
International Feminist Perspectives on Educational Reform: The Work of Gail Paradise Kelly. Garland Reference Library of Social Science. Volume 1030.
PUB DATE- 96
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; Comparative Education; Developing Nations; *Educational Change; *Equal Education; Females; *Feminism; Higher Education; Sex; *Sex Discrimination; Womens Studies
IDENTIFIERS- *Kelly (Gail Paradise)

This volume presents articles by Gail Paradise Kelly spanning nearly 20 years of her professional career. Kelly, a leading scholar in the field of gender in education, was Professor of Education and Chairperson of the Department of Education, Organization, and Policy at State University of New York,

ED 397 667 FL 023 991

Norrick, Neal R.
Ways Personal Narratives Ratify Group Membership.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; *Group Dynamics; *Group Membership; *Interaction; *Interpersonal Communication; Language Patterns; Language Research; Linguistic Theory; *Personal Narratives; *Story Telling

The ways in which personal narratives, particularly of familiar stories, are used to ratify group membership are examined. Focus is primarily on co-narrated stories, in which more than one group member participates in the re-telling of a familiar story. A typical instance in which family members collaboratively construct a story is offered as an example. The narrative shows explicit markers that it is already known, with participants checking their own recollections and confirming each other's statements. Participants also make bids to co-tell the story, and disagreement about the story's point and details is expressed. Even group members not knowing the story indicate group membership by demonstrating shared values. In this case, often the "new" group member narrates a second, parallel story. A narrative illustrating this point is presented. Contains 13 references. (MSE)

ED 397 668 FL 023 992

Crago, Martha; Genesee, Fred
Who Speaks What Language and Why?: Language Use of Families in an Inuit Community.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Eskimo Aleut Languages; *Family Environment; Family Influence; Foreign Countries; French; *Inupiaq; *Language Patterns; Language Research; *Language Role; Language Usage; Rural Areas; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Language Choice; Quebec

A study investigated language choice within families in a small (population 1,100) Inuit community in rural northern Quebec province (Canada). Since the settlement's formation 40 years ago, the population has become increasingly interethnic, with people speaking a mixture of Inuktitut, English, and French. Subjects were 23 couples with children aged 9-24 months, including 56 percent Inuit, 40 percent mixed heritage of Inuit with white, and 4 percent white. While all Inuit residents speak Inuktitut, it was found that only 76 percent spoke Inuktitut at home. Overall, 44 percent spoke Inuktitut only, 52 percent spoke mixed Inuktitut with English and/or French, and 4 percent spoke English only. Mixed couples often spoke a combination of languages. Case examples are offered of four couples: an Inuk mother and Inuk father using languages differentially with different children; a family with mixed-

Education; *English Teacher Education; Foreign Countries; Higher Education; Language Acquisition; Language Patterns; Linguistic Theory; Preschool Education; Preschool Teachers; Secondary School Teachers; *Teacher Education
IDENTIFIERS- Australia; *Native Language

Five articles explore ideas about the nature and kinds of courses dealing with language and education that should be developed in teacher education programs in the Australian school curriculum, specifically where English as mother tongue is used. They include: "Some Recent Developments in Mother Tongue English Teaching in Australia" (Frances Christie); "Towards a Theoretical Basis for Implementing English Syllabuses" (Joan Rothery); "Theories of Early Child Language Development and Their Relevance to Teacher Education Programmes" (Frances Christie); "Teaching Small Groups: A Language Based Approach to Teacher Education for Secondary Teachers" (Frances Christie and Joan Rothery); and "Exploring Preschool Language Development in a Teacher Education Programme for Primary Teachers" (Joan Rothery). (Contains 100 references arranged in the following groups: English teaching; language in education; child language development; linguistics and language study; and sociology and anthropology. (NAV)

ED 397 688 FL 024 015

Hasan, Ruqaiya, Ed.
Discourse on Discourse. Workshop Reports from the Macquarie Workshop on Discourse Analysis (Sydney, New South Wales, Australia, February 21-25, 1983). Occasional Papers Number 7.
PUB DATE- 85
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Communication; *Discourse Analysis; Expository Writing; Foreign Countries; *Literary Devices; *Oral Language; Speech Acts; *Teacher Workshops; Workshops; Writing (Composition); *Written Language
IDENTIFIERS- English (Australian); Greene (Graham)

Four group summary papers from an Australian national workshop on discourse analysis discuss verbal and written discourse and the classroom. Papers reflect the four workshop discussion groups of casual conversation, classroom discourse, expository discourse, and literary narrative. They include: "On Casual Conversation" (M. A. K. Halliday and G. Plum); "A Knock on the Door: An Analysis of Classroom Discourse" (R. F. Walker, F. Christie, B. Horvath, J. Rothery, and M. MacCausland); "On the Analysis of Exposition" (J. R. Martin, and P. Peters); and "Discourse Structures in Literary Narrative: Examples from Graham Greene's 'Jubilee': (D. G. Butt and L. M. O'Toole). Each paper addresses the issue from a theoretical and practical viewpoint, using real-world examples, and offers suggestions and implications to the field. Workshop participants and the workshop schedule are included. (Contains 34 references.) (NAV)

ED 397 689 FL 024 016

McKay, G. R., Ed.; Sommer, B. A., Ed.
Further Applications of Linguistics to Australian Aboriginal Contexts. Occasional Papers Number 8.
PUB DATE- 84
NOTE- 138p.
LANGUAGE- English

students, and, for younger students, relating to older students in class. All expressed a comfortable feeling with campus diversity although their personal experiences in relationship to their race/ethnicity differed by group. Orientation and extracurricular activities were seen as helpful for students adjusting to college. (Contains 19 references.) (CK)

ED 397 706 HE 029 306

Einarson, Marne K.; Santiago, Anna M.
Background Characteristics as Predictors of Academic Self-Confidence and Academic Self-Efficacy among Graduate Science and Engineering Students: An Exploration of Gender and Ethnic Differences. AIR 1996 Annual Forum Paper.
PUB DATE- 7 May 96
NOTE- 59p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Career Planning; Engineering Education; *Ethnic Groups; Foreign Students; Graduate Students; Higher Education; Minority Groups; Models; Predictor Variables; Science Education; *Self Efficacy; *Self Esteem; *Self Evaluation (Individuals); *Sex Differences; Socioeconomic Status; Student Characteristics
IDENTIFIERS- *AIR Forum

Gender and ethnic differences in, and possible predictors of, academic self-confidence, academic self-efficacy, and career-related outcome expectations were investigated for 289 students entering graduate programs in engineering and physical sciences at a research university in the midwestern United States. Influence of student demographic characteristics and parental socioeconomic characteristics, the differences in prior academic performance and program-related work experience, expectations of faculty/student interactions, perceptions of gender and ethnic status as admissions influences, and controls for current degree level and other factors were estimated hierarchically. Women reported lower academic self-confidence than men, but gender was only marginally predictive of academic self-efficacy and did not enter into models predicting career-related outcome expectations. U.S. minority students reported higher academic self-efficacy than Anglo students, and foreign student status was associated with reduced career-related outcomes. Student perceptions of academic preparedness, status-related disadvantages, and faculty/student interactions were strong predictors of academic self-efficacy and career-related outcome expectations. Student funding concerns and research group involvement contributed to reduced career-related outcome expectations. Findings suggest that social, cognitive, and institutional variables may be important determinants of subsequent academic performance. Eight tables giving a statistical breakdown of the various factors studied and two appendices offering comparative statistics and variable definitions are included. (Contains 69 references.) (Author/CK)

ED 397 707 HE 029 307

Eimers, Marty T.; Pike, Gary R.
Minority and Non-Minority Adjustment to College: Differences or Similarities? AIR 1996 Annual Forum Paper.
PUB DATE- May 96

IDENTIFIERS- *AIR Forum; Occupational Stress Inventory; University of Missouri Columbia

A study at the University of Missouri-Columbia investigated the stress factors and coping mechanisms among 196 faculty members in 16 departments. The study was undertaken during a period of low faculty salaries in comparison with similar institutions, characterized as moderate to severe financial decline. During the middle of the fall semester of 1991, participants completed an Occupational Stress Inventory (OSI) and general affect rating sheet. It was found that individual faculty feelings about life in general (general affect) strongly affected perceptions of occupational stress, and all coping mechanisms were enhanced strongly by increased general affect. Results indicated the faculty differed by discipline type (hard vs. soft, pure vs. applied, life vs. non-life) on half of the 14 OSI subscales. Faculty age and tenure status predicted three related subscales, and gender predicted only one subscale. General affect predicted 11 subscales. Faculty moderated occupational stress differently, by discipline type, using a variety of coping resources. (MSE)

ED 397 725 HE 029 325

Smith, Constance K.

Convenience vs Connection: Commuter Students' Views on Distance Learning. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; Age Differences; Classroom Environment; *Commuting Students; *Distance Education; Educational Environment; Higher Education; Institutional Research; *Nontraditional Students; School Surveys; Sex Differences; *Student Attitudes; Student Characteristics

IDENTIFIERS- *AIR Forum; *Purdue University Calumet IN

A survey investigated the attitudes of commuter students toward distance education. Respondents were 397 students attending Purdue University Calumet (Indiana) for at least two semesters. Results indicated that if the students had the option of taking a course at home or in a classroom, 59 percent would use the distance option; over half of these were female. Of the 30 percent definitely not interested in the distance option, a large majority of both traditional-age and older students preferred the immediate feedback in a classroom, participation in classroom discussion, ability to talk with the instructor and other students before and after class, and being in a setting focused on learning. Almost half liked the structure of being in a particular place at a particular time. When asked if receiving instruction at home could be satisfying, most said it would be so if combined with some classroom instruction; 29 percent felt receiving an entire course at home would be satisfactory, and 18 percent felt it would not be satisfactory. It is concluded that while students are interested in the distance learning option, they have some reservations. It is also suggested that attempts to make distance learning more like traditional campus-based learning would be costly. (MSE)

ED 397 726 HE 029 326

1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Asian Americans; Black Students; *College Freshmen; Course Selection (Students); *Economic Factors; Extracurricular Activities; *Family Environment; Family Income; Higher Education; Hispanic Americans; *Immigrants; Intellectual Disciplines; Majors (Students); Parents; Profiles; Racial Factors; *Self Evaluation (Individuals); Socioeconomic Status; *Student Characteristics; Student Motivation; Student Surveys; White Students
IDENTIFIERS- *AIR Forum; Cooperative Institutional Research Program

This study developed a profile of college freshman children of immigrant parents and identified differences in the entering characteristics of these students and the freshman children of native born parents. Data from the Cooperative Institutional Research Program survey were evaluated for 97 freshmen with foreign-born parents and 334 freshmen with U.S. born parents at one private, selective liberal arts institution. The survey included questions on high school academic preparation, high school activities, degree and career aspirations, parents' educational achievements and careers, self-assessment of abilities, future activities and personal and political values. Most of the immigrant freshmen were students of color, of which, 43 percent were Asians, 21 percent Latinos, and 6 percent Blacks. Students of native-born parents (hereafter, native freshmen) were mostly White (90 percent). Immigrant parents were at both ends of the educational spectrum, whereas native-born parents were concentrated in the middle and upper end. Immigrant parents were generally in more non-professional occupations, with many small business owners. On average, immigrant parents earned significantly less than their native-born counterparts. Academically, immigrant freshmen were generally equally well qualified as their native counterparts. Immigrant freshmen were more likely to pursue science and premed majors than native freshmen. Immigrant freshmen rated themselves a little lower in academic ability, but higher in drive to achieve than native freshmen. (Contains 11 references.) (CK)

ED 397 744 HE 029 344

Martin, Chris
Institutional Research and Student Recruitment or How Do Institutions of Higher Education Know What Attracts Students to Their Doors? Market Research Can Help. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

by level of award (associate, bachelor's, master's, doctoral, and first professional), field of study, gender of recipient, control of institution (public/private), and within field of study, by racial/ethnic group (non-Hispanic white, non-Hispanic black, Hispanic, Asian America/Pacific Islander, American Indian/Alaska Native, nonresident alien). Data are limited to the 3,651 institutions in the 50 states and District of Columbia, accredited by a federally-recognized agency. An introductory section describes the survey's methodology and reporting specifications. Thirteen summary data tables are presented. Highlighted findings include: (1) institutions conferred just over 2.2 million degrees in academic year 1993-94, a 2 percent increase over 1992-93; (2) 24 percent of awarded degrees were associate's degrees, 53 percent were bachelor's degrees, 17 percent were master's degrees, 2 percent were doctoral degrees, and 3 percent were first-professional degrees; (3) public institutions awarded almost 69 percent of all degrees; (4) women received the majority of all degrees (55 percent), and increase of 3 percent over the previous year; (5) White, non Hispanics received nearly 77 percent of all degrees awarded, while minorities' share rose from 15 to 16 percent; the number of bachelor's and master's degrees awarded to Hispanics increased by over 10 percent; the number of degrees to black, non-Hispanics increased at all levels; Asian or Pacific islanders received a larger number of degrees at all levels with the most dramatic percentage increase being at the doctoral level, up 27 percent; and (6) non-resident aliens, who received 5 percent of all degrees, received 12 percent of all master's degrees and 27 percent of all doctoral degrees. (MSE)

ED 397 762 HE 029 364

Gaffney, Nancy A., Ed.
A Conversation about Mentoring: Trends and Models.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Administrative Organization; Awards; College Faculty; Departments; Discussion Groups; Educational Trends; Financial Support; *Graduate Students; *Graduate Study; Grantsmanship; Higher Education; Information Seeking; Interdisciplinary Approach; *Mentors; Minority Groups; Proposal Writing; Research Projects; School Orientation; *Student Adjustment; *Student College Relationship; Student Placement; Student Research; Supervision; Teacher Role; Teacher Student Relationship; Technical Writing; Trend Analysis; Writing Instruction
IDENTIFIERS- California State University Fresno; Retreats; Syracuse University NY; University of California Berkeley; University of Michigan; Wayne State University MI

This guide describes a number of models for student mentoring programs at the graduate level, their distinctive and innovative features, and considerations in developing a mentoring program. An introductory section looks at definitions of mentors and mentoring, and discusses the rationale for developing such programs for graduate students. Subsequent sections describe five programs designed to improve the on a shelf: the poem, a dictionary, a biography, and Poe's essay on "The Philosophy of Composition." Poe's preoccupation with the macabre and the poem's overriding death theme suggested a cemetery primary metaphor in which learners might explore a variety of objects and characters. A main screen filled with "clickable" objects and characters was employed as a way of eliminating the need for confounding navigational devices. The Immersive MGUI (the most metaphorical of the GUIs) required adding a third dimension--one that created an interactive environment for the user. Thus, the first step toward implementing an immersive MGUI was to create a scenario in which the learner would take on the role of the cemetery's caretaker. In addition to changes in the scenario, other general changes were made to the interface in order to make it more immersive. (Contains 16 references and 8 figures.) (AEF)

ED 397 780 IR 017 968

Brush, Thomas A.
The Effectiveness of Cooperative Learning for Low- and High-Achieving Students Using an Integrated Learning System.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; Academic Achievement; *Computer Assisted Instruction; *Cooperative Learning; Grade 5; *Group Activities; Integrated Activities; *Integrated Learning Systems; Intermediate Grades; Learning Activities; *Mathematics Instruction; Nontraditional Education; Student Attitudes

In recent years, many schools have turned to Integrated Learning Systems (ILSs) to facilitate instruction and assist with raising state standardized test scores. Typically, these ILSs are utilized in a computer lab with students working individually on computer-based instructional lessons for an allotted time period. Using ILSs in this manner has created problems such as increasing anxiety, hostility, and boredom in students. Through the integration of cooperative learning with ILS delivery, some of these problems could be alleviated. This study examined achievement and behavior differences between elementary school students completing ILS activities in a traditional, individualized format, and students completing the same activities in cooperative learning groups. This was in order to determine if a cooperative learning model could be used effectively with students completing mathematics activities in a lab-based ILS. In addition, this study aimed to discern if the cooperative strategy was more effective for students with high or low academic ability levels. Achievement and attitudinal data were collected for all fifth grade students in the selected school prior to the experiment and at the end of the treatment period. Results revealed that students using an ILS for mathematics instruction performed better on standardized tests and that attitudes were more positive when they completed the computer activities in cooperative groups. (Contains 38 references.) (Author/AEF)

ED 397 781 IR 017 969

Cates, Ward Mitchell

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Collegiality; *Computer Mediated Communication; Cooperative Learning; Cost Effectiveness; Educational Technology; *Electronic Mail; Higher Education; Interviews; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Collaborative Writing; *Computer Users; Faculty Attitudes; Indiana University

This study examined what high-end users (those who use e-mail many times during the day) do with e-mail and how they feel about it. The sample consisted of 12 students and faculty in the Instructional Systems Technology (IST) department at Indiana University. Participants were divided into three groups: faculty, non-first year students, and first year students. Four subjects were chosen to represent each group. Each of the researchers interviewed one member from each group. All subjects reported checking e-mail at least once a day, while most reported checking it 2 to 10 times a day. Subjects generally received 5 to 40 messages a day. Three major categories of usage emerged: personal communication, class-related communication, and collaboration with colleagues. The following conclusions were drawn from this study: (1) there is a problem with a deluge of e-mail; (2) there is a cost and time efficiency benefit to using e-mail; and (3) subjects reported that their feelings about using e-mail have changed over time from viewing it as being fun and exciting to viewing it as strictly a communications medium. (AEF)

ED 397 799 IR 017 987

Hill, Janette R.; Hannafin, Michael J.
Cognitive Strategies and the Use of a Hypermedia Information System: An Exploratory Study.
PUB DATE- 96
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; Computer Networks; *Hypermedia; *Information Systems; Information Technology; Knowledge Level; *Learning Strategies; Metacognition; *Online Searching; *Search Strategies; *Self Efficacy; Teacher Attitudes; Teacher Education; World Wide Web
IDENTIFIERS- Navigation (Information Systems); Query Formulations; Search Engines

The purpose of this study was to identify the strategies used by learners in an open-ended hypermedia information system. Four participants were drawn from an introductory technology-for-teachers course incorporating a unit on telecommunications. Participants completed a survey measuring reported knowledge in three domains (metacognitive, system, and subject) as well as self-efficacy toward technology. They searched for information using Netscape, thinking aloud as they searched. Data was collected and analysis was undertaken in several phases: scripting the search; reading through the data; segmenting according to research question; and encoding. Three major findings related to hypermedia information systems resulted from the study: a variety of strategies are used by learners; reported knowledge does have an effect on the strategies used;

MIDI Keyboards: Memory Skills and Building Values toward School.
PUB DATE- 96
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; *Educational Methods; Elementary Education; Evaluation; *Improvement; Learning Motivation; *Memory; Multimedia Instruction; *Music Education; *Student Attitudes; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Musical Instrument Digital Interface; School Sentiment Inventory; Wide Range Assessment of Memory and Learning

This document summarizes the results of a study which evaluated whether school instruction with Musical Instrument Digital Interface (MIDI) keyboards improves memory skill and whether school instruction with MIDI keyboards improves sentiments toward school and instructional media. Pupils in early elementary grades at five schools were evaluated using subtests of the Wide Range Assessment of Memory Learning (WRAML) and a School Sentiment Inventory. Students were interviewed at the beginning and end of a school year, and provided regularly scheduled music instruction for one half-hour per week throughout the school year. There were no discernible gains in memory skills that were clearly attributable to keyboard instruction. Overall, the various analyses of school sentiment data support music instruction with keyboards. The pupils' achieving competence in keyboard instruction contributed to their approval ratings of school and music instruction. The lack of differences in the effect on memory skills may be explained by the 30-minute per week interval of music instruction; it is unlikely this was enough time to develop memory skills that were observable beyond music performance. The favorable sentiment towards music and school may also be attributed to the short amount of instructional time. (Author/SWC)

ED 397 818 IR 018 006

Marcinkiewicz, Henryk R.
Motivation and Teachers' Computer Use.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Competence; *Computer Attitudes; Computer Uses in Education; *Correlation; Expectation; *Predictor Variables; Relevance (Education); Self Efficacy; Teacher Attitudes; Teacher Education; *Teacher Motivation; Teaching Methods; *Use Studies
IDENTIFIERS- Computer Use; *Technology Integration

Despite increased availability and support for computers, relatively few teachers have integrated them into their teaching. This paper summarizes four studies that studies were conducted, two with independent groups of practicing teachers

Instruction.
PUB DATE- 96
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Computer Networks; Constructivism (Learning); *Educational Change; Educational History; Information Sources; Instructional Materials; *Internet; Libraries; Library Role; Literacy; Publishing Industry; Quality Control
IDENTIFIERS- Interactive Systems; Role Shift

This paper compares and contrasts the Internet with other fundamental educational infrastructures throughout history by assessing the affordances and constraints of that medium along with those of oral tradition and print literacy. Highlights include affordances and constraints of the Internet; literacy and the development of education in the Medieval-to-Modern and Modern-to-Postmodern periods and the resulting focus on the learning process, constructivism, and skills development; interactivity of Internet learning materials; a comparison of the Internet to libraries and the publishing infrastructure; and the shifting role of the online user in assessing and even controlling the quality of materials, responsibilities which were previously left to editors and professionals. (Contains 44 references.) (AEF)

ED 397 834 IR 018 022

Savenye, Wilhelmina C.; And Others
Learner Navigation Patterns and Incentive on Achievement and Attitudes in Hypermedia-Based CAI.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; *Computer Assisted Instruction; Higher Education; *Hypermedia; *Incentives; *Instructional Material Evaluation; Multiple Regression Analysis; Pretests Posttests; Prior Learning; *Student Attitudes; Student Behavior; Student Interests; Time on Task; Visual Aids
IDENTIFIERS- HyperCard; *Navigation (Information Systems)

The purpose of this study was to investigate the achievement and attitudinal effects of navigational behavior patterns and learner option choices in using a hypermedia-based computer-assisted instruction (CAI) unit designed for college students. Also investigated were the effects of two incentive structures on achievement and attitudes, as well as the relationships among prior interest, experience, achievement, and attitudes. Students were randomly assigned to either a task-incentive or performance-incentive version of a HyperCard instructional program on a tribe of prehistoric Native Americans of the Southwest United States. Multiple regression analysis revealed after being released from prison. Some of the students noted preservation of health was cited as an important reason for beginning studies; (3) about half of the students did not get any financial support for their study, and most practical and emotional support came from parents, siblings, friends and teachers in the prison; (4) one third of the students had the opportunity to cooperate with other imprisoned students within the prison; (5) one third of the students had regular contacts with their tutors; (6) very few students were allowed to leave the prison for study purposes; (7) most were only moderately satisfied with their study, but about 75% thought that it helped make their prison time more endurable; and (8) many study problems were cited, partly due to the situation within the prison and partly due to regulations of the FernUniversitat that were perceived as reflecting lack of consideration for prisoners' special circumstances. Contains approximately 100 references. A copy of the survey instrument is appended. (Author)

ED 397 851 IR 055 935

Baca, Chris L., Ed.
New Mexico Library Directory and Statistics. 1995.
PUB DATE- 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Income; *Librarians; *Libraries; Library Associations; Library Automation; Library Circulation; Library Collections; Library Services; *Library Statistics; Municipalities; Salaries; Tables (Data)
IDENTIFIERS- *New Mexico

This directory identifies members of the New Mexico State Library Commission, the New Mexico Advisory Council on Libraries, and staff at the New Mexico State Library. It goes on to list New Mexico libraries alphabetically by city. Within each city libraries are subdivided into public, academic, special, and school categories. Electronic mail addresses, whenever known, are included. Also included are: New Mexico State depository libraries; National Voter Registration Act library sites; public library hours; library associations and networks; certified librarians; and a librarian/library name index. The library statistics section gives a statistical picture of the condition of public and school libraries throughout New Mexico and contains data compiled from the Public Library Annual Report for fiscal year 1993-1994. Statistics, sorted by population, include: (1) local government revenue & local government revenue per capita; (2) total circulation and circulation per capita; (3) library staff salary survey; (4) per capita measures of visits, circulation and holdings, program attendance, collection turnover rate, and population to staff; (5) service: holdings-outputs; (6) networking & automation, including type of PC, modem, library software, presence of online circulation and catalog; (7) definitions of the Federal-State Cooperative System for Public Library Data (FSCS) used to collect the public library statistics for the graphs; and (8) graphs of New Mexico school data for elementary, middle, high school, and private/parochial schools. (SWC)

ED 397 852 IR 055 945

perceptions of the college. Participants were asked about their present attitudes towards the college, their views when they first began, what the college does best, what they would like to change, their most memorable and creative moments, effective teaching strategies, their biggest challenge, and their ideal vision of the community college. The interviews revealed the following sources of negative images for the college: (1) the connection with living at home, thereby denying the student the freedom and prestige associated with going away to a residential school; (2) the open-access policy implies to some that the college is not competitive and does not have rigorous programs; (3) some high school counselors and college faculty perpetuate the negative image; (4) lack of affiliation with the school after graduation; and (5) lack of sense of history and tradition due to the community college's short existence. These sources suggest improvements in the areas of marketing, alumni relations, and professional development. A list of faculty and students interviewed and the survey instruments are appended. (TGI)

ED 397 871 JC 960 465

Freud, Robert
Community Colleges and the Virtual Community.
PUB DATE- Jun 96
NOTE- 16p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Computer Mediated Communication; *Computer Networks; *Distance Education; Educational Opportunities; Educational Technology; *Electronic Mail; Hypermedia; *Internet; Online Systems; Organizational Development; *Program Development; Two Year Colleges
IDENTIFIERS- World Wide Web

Community colleges should consider the advantages of providing Internet access to students, faculty, and non-teaching staff. Connecting more than 30 million users around the world, the Internet is a network of computer networks which allows people to send messages and retrieve files from users around the world. The World Wide Web, accessed via the Internet, is a set of software tools that allows users to access hyper-text linked information. One of the advantages of Internet access over audio and video courses associated with distance learning is its interactive capacity through electronic mail, as well as the ability to integrate audio, video, text, and graphics in one lesson. Although community colleges make use of computers in nearly twice as many courses as do four-year institutions, many schools still provide only limited access. Yet, the Internet has the potential to encourage significant cost savings through the efficient sharing of resources and to generate new revenue sources through distance learning courses. Other advantages of the Internet include opportunities to enhance public relations, student recruitment, faculty development, and students' critical thinking skills in that they must evaluate information they find; provide teachers with a learning experience that helps them empathize with students; encourage student-teacher communication; and encourage a sense of community at the college. Drawbacks of Internet access are the potential of plagiarism among students and the costs of upgrades. (TGI)

DESCRIPTORS- *Class Activities; *Classroom Techniques; Community Colleges; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Cultural Pluralism; *Intercultural Communication; Learning Activities; *Multicultural Education; Teaching Methods; Two Year Colleges

In-class activities that provide students with intercultural interactions and supplemental lectures that define critical concepts can facilitate the appreciation of diversity in the classroom. One such activity, useful for the beginning of courses, involves the creation of two separate culture codes, or set of instructions, for introducing oneself, and printing them on different colored paper. For example, one culture code instructs students to shake hands and stand close to the other person, while the other code instructs students to do the opposite. One half of the students receive one of the codes, the other half receives the other, and students are instructed to meet students having sheets of another color and interact according to the codes. The activity demonstrates the effect of cultural influences on communication. After the activity, a lecture is used to define the following concepts and further facilitate the understanding of different cultures: (1) culture, or the shared values, norms, symbols, language, objects, and way of life passed on from one generation to another; (2) ethnocentrism, or the tendency to view others from a judgmental perspective using your own way of life or world view as the standard for judgment; (3) cultural relativism, or sincere attempts to understand people and their behavior in the context of the cultures in which they occur; and (4) stereotype, or a broad generalization about groups based solely on the group affiliation. (TGI)

ED 397 890 JC 960 492

Garman, Sarah
Service Learning: A Summary of a Semester.
PUB DATE- 96
NOTE- 8p.; Paper presented at the National Conference of the Campus Compact National Center for Commnity Colleges (5th, Scottsdale, AZ, May 29-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Community Colleges; Educational Innovation; Elementary School Students; Learning Strategies; *Reading Improvement; *Reading Instruction; *School Community Programs; School Community Relationship; *Service Learning; *Student Participation; Student Volunteers; *Tutoring; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

At Florida's Miami-Dade Community College, a service learning component was implemented in a reading course designed to prepare students to pass the statewide test required to obtain an associate degree. In the service learning option, students were required to perform 15 hours of tutoring in reading to at-risk elementary students or adults, maintain a journal, participate in reflection sessions, and prepare a final project. Journal assignments consisted of a brief description of daily activities, reflections, responses to articles, evaluations of their tutoring by site teachers, and samples of work from the individuals they tutored. The reflection sessions provided students with an opportunity to share their feelings and experiences with the class. For their end projects,

Lucas, John A.; And Others
Follow-Up Study of the Clients of the Career Transition and the Career Centers at Harper College. Volume XXIV, Number 15.
PUB DATE- May 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Client Characteristics (Human Services); Community Colleges; Marketing; *Outcomes of Education; *Participant Satisfaction; *Program Effectiveness; *Resource Centers; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- William Rainey Harper College IL

As part of a review of student support services, William Rainey Harper College in Illinois conducted a study of the characteristics of and benefits received by clients of its Career Center (CC) on the main campus and the Career Transition Center (CTC) at its Northeast Center. Both centers provided lists of clients served during the spring and summer of 1995, while class rosters were also analyzed to determine participants in CTC seminars in fall 1994, spring 1995, and summer 1995. This resulted in a study population of 355 CTC and 343 CC clients, of whom 114 CTC and 98 CC clients returned completed questionnaires. Study findings included the following: (1) 51% of the CC and 58% of the CTC were employed full-time, while 48% of the CC clients had an associate degree or higher and 59% of the CTC clients had a bachelor's degree or higher; (2) the most common method by which clients heard about services was through referrals from college faculty or staff, cited by 54.6% of respondents; (3) the most common reason given for using the services was a need to make a decision on an educational program, followed by job dissatisfaction and a change in personal or family situation; and (4) with respect to benefits received from participation, the highest levels of knowledge increases were reported for career-related values, qualifications for specific occupations, and location of resources. The CC and CTC questionnaires are appended. (BCY)

ED 397 910 JC 960 519

Lucas, John A.; And Others
Survey of Students and Non-Students about Continuing Education Market Place. Volume XXIV, Number 16.
PUB DATE- May 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; *Continuing Education; *Marketing; Noncredit Courses; *Outreach Programs; Program Effectiveness; School Schedules; *Student Attitudes; Two Year Colleges
IDENTIFIERS- William Rainey Harper College IL

To evaluate the outreach and marketing efforts for its non-credit offerings, William Rainey Harper College in Illinois conducted a study of recent continuing education students in spring 1996. First, a random sample of 200 former students who had enrolled in continuing education courses in the past 5 years was surveyed, receiving 57 completed responses. In addition, telephone surveys were conducted with 152 adult district

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Community Colleges; *Computer Mediated Communication; Course Descriptions; *Distance Education; Educational Technology; *Electronic Mail; Foreign Countries; Inservice Teacher Education; *Internet; *Marketing; Online Systems; Program Development; Two Year Colleges
IDENTIFIERS- *Cambrian College (Canada)

From Spring 1995 to Spring 1996, Cambrian College, in Ontario (Canada), undertook a project to develop Canada's first full program using Internet technology. The major challenges accomplished included the selection of the program; adaptation of materials for digital delivery; selection of a delivery technology; faculty training; and program marketing, delivery, and evaluation. First, a certificate program for teachers of adults was chosen as the pilot program for Internet delivery due to the existing integration of teleconferencing and independent learning methods. Electronic mail was selected for the delivery technology, specifically the conferencing software known as the "mailing list" since it provides almost universal accessibility. Faculty for the course were recruited for their experience with distance education, while most of the 3-week online training focused on cultural rather than technical issues, such as methods for showing emphasis in electronic text, the use of humor, and the level of commitment necessary to maintain a virtual class. The program was primarily marketed through a gopher site, registering 297 "hits," of which 90 were interested enough to examine the online registration form. Finally, the delivery of the program affected the institution in several ways, from a restructuring of the fee structure for international students in recognition of the global nature of online instruction to significant demands made on the college's Information Systems and Registrar's offices. (TGI)

ED 397 929 JC 960 565

Wall, Mary; And Others
From Theory to Practice: Using Retention Research To Guide Assessment Efforts at a Community College.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; *Dropout Research; *Enrollment Influences; High Risk Students; Outcomes of Education; Potential Dropouts; *Predictor Variables; *School Holding Power; *Student Attrition; Student Characteristics; Two Year Colleges
IDENTIFIERS- Atlantic Community College NJ

Beginning in 1992, Atlantic Community College, in New Jersey, conducted a 4-semester study to determine which factors resulted in student attrition and whether the factors that affected retention changed during the study period. The study population included 119 degree-seeking students who entered in January 1992 and who took the state's basic skills test, as well as 198 telecourse students from fall 1994 who took a learning and study strategies inventory. Outcomes for the 1992 students were tracked over the study period, while grades were analyzed for the 1994 group. Results from the study included the following: (1) academic success, measured by previous semester grade point average, was a strong determinant of instruction. This report summarizes recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1995, participation trends, instruction impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The first section of this report, entitled "Basic Programs," explains the basic Title I services provided by Ohio's public school districts. Statistics for the current year and 5-year trends clearly indicate that this program helps children to become successful learners. The second section, entitled "Special Programs," describes the special Title I services provided for children of migratory agricultural workers and handicapped, neglected, or delinquent children being educated in state agency schools. Statistics indicating the beneficial human impact of the supplemental services provided through federal aid to education are also included. A 5-year financial and human impact summary concludes this report. (MOK)

ED 397 949   PS 024 273

Johnston, Betty
Fostering Meaningful Teacher Interactions among Primary and Junior Teachers through Collegial Efforts.
PUB DATE- 95
NOTE- 86p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Educational Quality; Elementary Education; *Elementary School Teachers; *Interpersonal Relationship; *Professional Isolation; Rapport; *Staff Development; Stress Variables; Teacher Administrator Relationship; Teacher Attitudes; Teacher Collaboration
IDENTIFIERS- *Professional Communication; *Teacher Needs

The rapport among teachers can be a significant determinant of educational quality and workplace atmosphere. A practicum project sought to improve professional communication among staff at an urban, public elementary school where teachers did not have opportunities to meaningfully interact with one another. The staff in this school consisted of a male principal, a female vice-principal, 35 teachers, 4 teaching assistants, 2 secretaries, and 2 custodians. The decision to host six preservice teacher candidates permitted an opportunity to solve the problem. Over the 8-month period, 3 types of teacher interactions were initiated: professional cooperation, "Tea and Tidbits," a professional circle to discuss classroom practice, and shared space partnership. In post-project asssessments, teachers reported an increased number of conversations. Insights into education due to conversations and planning with colleagues were not apparent. While teachers appeared to agree that staff modeled behavior they hoped children would emulate, a discrepancy was noted in the fieldnotes between what the teachers agreed on and what they did. Although the practicum met only one of four objectives, it demonstrated how experienced teachers and preservice teacher candidates could initiate collegiality. (Contains 48 references.) (MOK)

ED 397 950   PS 024 278

Slavin, Robert E.; And Others
Every Child, Every School: Success for All.

Developing Nations; Educational Change; Equal Education; Family (Sociological Unit); Family Characteristics; *Family Environment; *Family Life; *Family Life Education; Family Needs; Family Programs; Females; Foreign Countries; Parent Education
IDENTIFIERS- Family Support; UNESCO

This document examines the diversity of family form and function throughout the world and argues that education, social network, and intelligent government policies can enhance families' capacities for long-term commitment to children and to community renewal. Chapter 1 provides an overview of families throughout the world, survival and industrial models of functioning, and their need, in the face of difficulties, for education and support in rearing their children. Chapter 2 describes problems of education in the developing and developed worlds and the promise that a new vision of basic education would make education more relevant to people's concerns and provide lifelong opportunities to learn basic skills and competencies, including family education. Formal education is advocated to improve family well-being through education of girls and the promotion of universal ideas favorable toward children and women. Chapter 3 defines family education as it is applied in the developing and developed worlds and includes brief descriptions of three programs. Contextual factors influencing family well-being and the potential impact of family education are delineated. Arguments for government investment in family education are presented, including social demand, economic returns, legal and equity concerns, and educational efficiency and social development. Chapter 4 provides a rationale for planning family education, describes a nested family systems model to clarify levels of intervention, and discusses potential delivery mechanisms, personnel, and training. The document concludes with recommendations for developing family education programs. (Contains 45 references, 1 table, and 2 figures). (KDFB)

ED 397 968 PS 024 382

A Study of Attitudes among the Parents of Primary-School Children.
PUB DATE- Jul 95
NOTE- 16p.; Prepared for Hand in Hand, Washington, D.C.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; *Elementary Education; Focus Groups; Hispanic Americans; Interviews; *Parent Attitudes; *Parent Participation; Parent School Relationship; Telephone Surveys; White Students

This report summarizes findings of a national telephone survey of 1,032 parents of children in grades Kindergarten through 6, supplementary interviews among 375 parents, and focus-group discussions among parents. Included among the sample were African-American, Latino, Asian-American, and White parents. Several findings are elaborated: (1) parents consider themselves to be deeply involved in their children's education as defined by school-related activities in the home; (2) parents consider educational involvement in the home as more important than activities at their child's school; (3) regardless of income, race, or educational level, parents recognize the value of being involved in their child's education; (4) time, rather than logistical problems such as transportation, is the most significant barrier to greater parental involvement; (5) parents involve themselves most deeply when they see a clear and direct link between their using personal stories in the classroom: (1) "Queer Stories," addressing changes in popular representations of gay people along with issues of postmodern theory and questioning of the "developmental canon"; (2) "The Sun Is Wearing Sunglasses," using James Garbarino's "Children in Danger" (1992) to reflect strengths and weaknesses of traditional early childhood education strategies along with discussing a therapeutic approach to classroom teaching, including how children address and represent issues of violence and substance abuse through story; (3) "Taking the Victims Side," discussing stories of witness and testimony; and (4) "Risks and Responsibilities." Contains 46 references. (BGC)

ED 397 985 PS 024 452

Novick, Rebecca
Developmentally Appropriate and Culturally Responsive Education: Theory in Practice. Northwest Regional Educational Laboratory Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 11 Apr 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- At Risk Persons; *Classroom Techniques; Cognitive Style; Constructivism (Learning); *Curriculum Design; Elementary Education; Emergent Literacy; *Individual Development; Integrated Curriculum; Learning Readiness; Mathematics Education; Mixed Age Grouping; Multicultural Education; Program Evaluation; Program Implementation; *Student Centered Curriculum; Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- Antibias Practices; Cultural Sensitivity; *Developmentally Appropriate Programs; Multiple Intelligences; National Association Educ of Young Children

The key to developmentally appropriate practices is to let a child construct his or her own knowledge through interactions with the social and physical environment. Because the child is viewed as intrinsically motivated and self-directed, effective teaching capitalizes on the child's motivation to explore, experiment, and to make sense of his or her experience. This report, which focuses on the above points, attempts to provide a synthesis of the literature relevant to developmentally and culturally appropriate practices. It also discusses future plans of the Child and Family Program of the Northwest Regional Educational Laboratory. This report is divided into ten main topics: (1) Developmentally Appropriate Practices: An Overview; (2) Early Literacy; (3) Integrated Curriculum: Themes, Projects, Webs, and Inquiry; (4) Mathematics: Basket of Facts or Search for Meaning? (5) Coverage, Multiple Intelligences, and Standardized Tests; (6) Multiage Grouping: A Community of Learners; (7) Bringing it All Back Home: Family/School/Community Partnerships; (8) Enhancing Continuity for Children and Families; (9) Culturally Responsive Teaching; and (10) Children with Disabilities. Contains 262 references. (MOK)

ED 397 986 PS 024 453

Brady, Joanne P.; And Others
Risk and Reality: Implications of Prenatal Exposure to Alcohol

adventure programs. (TD)

ED 398 002 RC 020 613

Hughes, Carol S.
Motivating At-Risk Students.
PUB DATE- Dec 95
NOTE- 59p.; Master of Arts Research Paper, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; *Educational Strategies; *High Risk Students; High Schools; *High School Students; Intervention; Rural Schools; School Districts; Small Schools; Student Journals; *Student Motivation; Teacher Student Relationship
IDENTIFIERS- Multiple Intelligences; Winnebago Community Unit School District 323 IL

This research paper describes strategies for increasing high school students' motivation in order to increase their academic success. The targeted population consisted of students in biology classes at a small high school in a growing middle-class community in rural Illinois. The problem of motivation was documented using anecdotal records, student grades, and standardized test results. Analysis of probable cause data focused on changing demographics, classrooms becoming overcrowded, and deterioration of family structure. A review of curricular practices revealed an overemphasis on traditional teaching practices that addressed only two of the seven intelligences. Students appeared to have low expectations of school and their academic success. A review of possible solution strategies suggested by the literature, combined with an analysis of the problem setting, resulted in the selection of two major types of intervention: cooperative group work stressing the seven intelligences, and improving student-teacher communication through student journals. The specific intervention strategies created a positive classroom climate in which at-risk students were able to achieve satisfactory grades through increased motivation. Moreover, all students in the targeted classes benefited from the interventions used. Appendices include student and teacher survey data. Contains 54 references. (Author/TD)

ED 398 003 RC 020 614

Hawkes, Mark
Educational Technology Dissemination: Its Impact on Learning, Instruction, and Educational Policy.
PUB DATE- Oct 95
NOTE- 33p.; Paper presented at the Annual Meeting of the National Rural Education Association (Salt Lake City, UT, October 3-8, 1995). For an evaluation of "Pioneering Partners," see ED 396 707.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Computer Uses in Education; Corporate Support; Educational Policy; *Educational Technology; Elementary Secondary Education; *Information Dissemination; *Lobbying; Partnerships in Education; Propaganda; Regional Cooperation; *Telecommunications
IDENTIFIERS- *Coalitions; Technology Based Instruction

Educational Progress, the National Education Longitudinal Study of 1988, the National Longitudinal Survey of Youth, the 1992 National Adult Literacy Survey, and job training supplements to Current Population Surveys. Across the articles, major themes emerge: (1) the rural skill development system is a complex composite of troubling weaknesses and surprising strengths; (2) rural schools are more effective than expected based on their resources; and (3) many rural areas are trapped in a vicious circle, in which low worker skills and low demand for high-skilled workers are mutually reinforcing. Articles are: (1) "Introduction to Special Issue on Rural Skills" (Paul L. Swaim); (2) "Rural Schools: Fewer Highly Trained Teachers and Special Programs, but Better Learning Environment" (Dale Ballou, Michael Podgursky); (3) "Nonmetro Student Achievement on Par with Metro" (Elizabeth J. Greenberg, Ruy A. Teixeira); (4) "More Rural Students Are Graduating from High School, but a Serious Dropout Problem Remains" (Kathleen M. Paasch, Paul L. Swaim); (5) "Going Away to College and Wider Urban Job Opportunities Take Highly Educated Youth Away from Rural Areas" (Robert M. Gibbs); (6) "Workers with Higher Literacy Skills Not As Well Rewarded in Rural Areas" (Elizabeth J. Greenberg, Paul L. Swaim, Ruy A. Teixeira); (7) "Job Training Lags for Rural Workers" (Paul L. Swaim); and (8) "More Metro than Nonmetro Students Have Access to Computers, but Their Rates of Usage Are Similar" (Elizabeth J. Greenberg). Articles contain references, descriptions of data sources and methodology used, and numerous data tables and figures. (SV)

ED 398 019 RC 020 675

Greaves, Tom, Ed.
Intellectual Property Rights for Indigenous Peoples: A Sourcebook.
PUB DATE- 94
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; American Indian Culture; American Indians; *Community Control; Compensation (Remuneration); Contracts; Corporations; Cultural Maintenance; *Culture; Federal Government; Government Role; Higher Education; *Indigenous Populations; *Intellectual Property; Legal Responsibility; Political Influences; *Tribal Sovereignty
IDENTIFIERS- Exploitation; Property Rights; *Researcher Subject Relationship

This sourcebook presents a collection of papers focusing on the intellectual property rights (IPR) of indigenous peoples--their rights to protect and control their cultural knowledge. Subsidiary IPR goals are to manage the degree and process by which cultural knowledge is shared with outsiders and, in some instances, to be justly compensated for it. An introductory chapter outlines legal and conceptual questions about intellectual property rights, attitudes of indigenous groups, and practical issues in implementing IPR. Other chapters describe cases in which indigenous groups have asserted their intellectual property rights and discuss efforts of researchers and corporations to develop reciprocal relationships with indigenous communities; acknowledge the role of community cultural knowledge; and provide appropriate compensation (money, education and training, support for conservation). Chapters include: (1) "IPR: A Current Survey" (Tom Greaves); (2) "Gifts from the Creator: Intellectual Property Rights and Folk Crop Varieties" (Daniela Soleri, and others); (3) "Tribal of "particulars"--the meticulous details of memory and reverie--and that show how lives are always lived in the face of these stubborn particulars. To understand what is present in an ecologically sane, integrated way is to somehow see the particular thing in place, located in a patterned nest of interdependencies without which it would not be what it is. Differently put, understanding "the whole" involves paying attention to the particular in its wholeness. All too often, curriculum integration means the combination of the literal surface features of activities from different subject areas, such as presenting first-graders with basic addition problems surrounded by line drawings of teddy bears to be colored. Such efforts seek to make curricular fragments whole, not by sticking with them and delving into their particular mysteries, but by surrounding them with other equally isolated, unexamined fragments. A truly integrated approach to mathematics education requires the simultaneous realizations that each child's learning is embedded in a web of relationships and possibilities, and that the patterned doings of mathematics are not simply isolated facts but reflect the mathematicity of language and of an array of nature's rhythms. (Contains 15 references.) (SV)

ED 398 037 RC 020 693

Horwood, Bert
Experience and the Curriculum.
PUB DATE- 95
NOTE- 23p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Practices; Educational Research; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Higher Education; *Student Evaluation; Student Responsibility; Teacher Education; Teacher Role
IDENTIFIERS- *Student Engagement

This chapter explores the possibilities of an experiential curriculum, and summarizes common elements and dilemmas of practice. The nature of experiential education is not so much a matter of definition as of seeing what teachers and students actually do. Mechanical models of experiential education are useful because they are simple and can serve as maps to point to elements of practice. Outstanding features of experiential education include the additive nature of experience and its ability to unlock creative powers, and the emotional aspect of student and teacher engagement. One of the strongest lessons to be learned from teacher descriptions of practice is that students must be at the center in making decisions and living with the natural consequences. It is difficult for students to choose, especially if their previous schooling experience has been to accept the choices of others. And it takes great courage for teachers to relinquish the usual mechanisms of classroom control. Successful practitioners, however, learn to live with ambiguity. Individual student responsibility, artistic expression, making personal meaning within a community context, and divergence in activity and specifics of learning all contribute to make evaluation a major problem. Grades determined by conventional testing are inimical to experiential education, and experiential educators have devised various means of sidestepping conventional evaluation. Implications for teacher education and educational research are discussed, as well as the significance of ways of knowing and the role of experiential education in social change. (Contains 16 negative, exist between the use of absorption instructional methods and teacher efficacy. Contains 3 tables of statistical data and 28 references. (JRH)

ED 398 056 SE 058 395

Stecher, Brian M.; Klein, Stephen P.
Performance Assessments in Science: Hands-On Tasks and Scoring Guides.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 414p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemical Reactions; Classification; Elementary Secondary Education; *Hands on Science; Heat; Mechanics (Physics); *Science Tests

In 1992, RAND received a grant from the National Science Foundation to study the technical quality of performance assessments in science and to evaluate their feasibility for use in large-scale testing programs. The specific goals of the project were to assess the reliability and validity of hands-on science testing and to investigate the cost and practicality of these types of measures for large-scale assessment. The purpose of this monograph is to make the science tasks and scoring guides developed as part of the project available to other researchers and educational practitioners. This collection of measures is designed to provide researchers with a basic set of tasks they can build upon when studying student performance in science and investigating alternative approaches to science assessment. For this reason, information is reported about the conditions under which the tasks were administered and the reliability of the scoring guides (inter-reader correlations). The tasks should also be useful to practitioners in their discussions about measuring student performance in science, the types of activities that may be used in future state and national assessment systems, and the changes that need to take place in staff development. The document contains a complete description of each task used in the study, including the shell (or testing blueprint) from which the task was developed and copies or photos of the task booklet, the materials or apparatus that accompanied the task, the scoring guide, and the form used to record scores. The task topics studied include incline, force, friction, pendulum, lever, classification of animals, classification of materials, acids and bases--vinegar, acids and bases--alien, radiation, rate of cooling, heat, temperature, erosion and pollution. Contains nine tables and nine references. (Author/MVL)

ED 398 057 SE 058 402

Understanding Our Changing Planet: NASA's Mission to Planet Earth, 1995 Catalog of Education Programs and Resources.
PUB DATE- May 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Biology; *Earth Science; *Educational Resources; *Educational Technology; Elementary Secondary Education; *Environmental Education; Geology; Higher Education; *Interdisciplinary Approach; Meteorology; Science Programs; Scientific Literacy

Cooperative Learning; Ecology; Elementary Secondary Education; Genetics; Hands on Science; *Investigations; Misconceptions; Physiology; Plants (Botany); *Science Activities; Science Process Skills; Thinking Skills

This document contains hands-on, open-ended laboratory activities that can be done in the classroom on a shoestring budget. They are aimed at increasing students' excitement and curiosity about science and enabling them to develop a better understanding of the nature of science, take an active role in their own learning process, and develop critical thinking skills. Each lab contains directions for teachers that include objectives, synopsis, level, connections, getting ready, teacher background, teaching tips, safety procedures, instructional procedures, student design of the next experiment, suggested modifications for students who are exceptional, test questions and answers, references, and suggested readings. Directions for students include introduction, safety notes, hypothesis generation, plan of investigation, questions/analysis and/or lab report format, and design for the next experiment. These labs are based on research about constructivism and conceptual change and emphasize cooperative learning. Topics include designer planes, acid rain, enzymes, biological levers, ethology, taste and smell, muscular activity, growth patterns and genetics, invertebrates, insecticidal effects of plant compounds, over-the-counter drugs, ecology, leaf litter, proteins, roots, and plant growth. Appendices include bottle biology experiments, care of mealworms, field trips, and supplementary materials. (JRH)

ED 398 078 SE 058 797

Tapia, Ivan, Ed.; Blochmann, Georg M., Ed.
European Education.
PUB DATE- 96
NOTE- 18p.; The English edition of this journal.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Foreign Countries; *Higher Education; *Scientific Research; *Study Abroad; *Technology
IDENTIFIERS- Europe; Germany

A special six-article section of this journal is devoted to the theme of "European Education" (EU): (1) "Reform of EU Educational Policy" (Volker Thomas); (2) "Living in Europe, Working for Europe" (Volker Thomas); (3) "EURES Helps to Find Jobs" (Volker Thomas); (4) "Help for Higher Education Institutions in Central and Eastern Europe" (Siegbert Wuttig); (5) "Europe as an Educational Community" (Brigitte Mohr); (6) "The Principle of Trilinguality" (Hubert Markl). (JRH)

ED 398 079 SE 058 799

Haug, Carolyn; And Others
Dilemmas in Evaluating Professional Networks: The Case of the Mathematicians and Education Reform Forum.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (New York, NY, April, 1996).
LANGUAGE- English

Buffalo when she died in January of 1991. This collection of her writings provides a historical overview of her pioneering strategy to make gender issues prominent among educators. Presenting two original and 12 reprinted essays, the volume begins with Kelly's efforts as a student radical in the 1970s to establish feminist agendas and concludes with her harsh critiques of the current national reform movement and a proposal for a study that takes into account women's life experiences to create change in U.S. inner city schools. In the years between, Kelly's essays demonstrate how viewing women's education like men's blinds the scholar to the real issue of educating both genders. Kelly questions new conservative theories that reject feminist concepts. Chapters include: (1) "Feminist Agendas: An Introduction" (by David Kelly); (2) "Women's Liberation and the New Left"; (3) "Adult Education of Vietnamese Refugees: Commentary on Pluralism in America"; (4) "Research on the Education of Women in the Third World: Problems and Perspectives"; (5) "Schooling and the Reproduction of Patriarchy: Unequal Workloads, Unequal Rewards" (with Ann S. Nihlen); (6) "New Directions for Research" (with Carolyn M. Elliott); (7) "Failures of Androcentric Studies of Women's Education in the Third World"; (8) "Comparative Education: Challenge and Response (with Philip G. Altbach); (9) "Dialogue: Response to Angus's 'Conflict, Class, and the Nineteenth-Century Public High School in the Cities of the Midwest, 1845-1900'"; (10) "Comparative Education and the Problem of Change: An Agenda for the 1980s"; (11) "Vietnam"; (12) "Education, Women and Change"; (13) "Setting the Boundaries of Debate about Education"; (14) "Center on Education in the Inner Cities" (with Maxine S. Seller); and (15) "The Education of Gail Paradise Kelly: A Memoir" (by David Kelly). The volume concludes with a bibliography of Gail P. Kelly works and an index. (EH)

ED 398 100 SO 026 326

Karnes, Frances A.; Bean, Suzanne M.
Girls & Young Women Inventing: Twenty True Stories about
Inventors Plus How You Can Be One Yourself.
PUB DATE- 95
NOTE- 168p.; Edited by Rosemary Wallner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Biographies; Children; *Creative Thinking; Creativity; Discovery Processes; *Females; History; Innovation; *Inventions; Literature; Patents; Problem Solving; *Womens Studies

This book presents first-person accounts of 20 young female inventors. Most have won prizes for their inventions; some have even obtained patents. Part 1 "Inventors and Their Inventions," focuses on the young inventors and their lives, how they came up with their ideas, who helped them, what problems they faced, and how they solved their problems. Part 2, "How to Be An Inventor," works through the inventing process, from getting started to marketing an invention. Suggestions for practice in creative problem-solving and learning to keep an Inventor's Notebook are included. Part 3, "For Further Inspiration," presents facts about female inventors in history, quotations about inventing and creativity, and information about associations and organizations for inventors. (EH)

ED 398 101 SO 026 329

heritage mother and Inuk father consciously using English only; an Inuk mother and French father each using their second language, English, with each other, and a combination of languages with the children; and a mixed-heritage mother and English-speaking father using primarily English, but in which the mother uses Inuktitut with the children when alone with them. Issues emerging from these varying language situations are discussed. (MSE)

ED 397 669 FL 023 993

Woutersen, Mirjam
The Organisation of the Bilingual Lexicon.
PUB DATE- Mar 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Stimuli; *Bilingualism; Comparative Analysis; Contrastive Linguistics; Dutch; English; *Error Patterns; Foreign Countries; Instructional Effectiveness; *Language Patterns; *Language Processing; Language Research; Learning Processes; Linguistic Theory; Second Language Learning; Uncommonly Taught Languages; Visual Stimuli; *Vocabulary; Vocabulary Development; *Word Recognition
IDENTIFIERS- Cognates; Nonsense Words; *Repetition Effects

A study investigated the processes used by bilinguals for organizing vocabulary by presenting subjects with bilingual word recognition tasks in two modalities (aural and visual) and using a repetition paradigm. Subjects were asked to decide whether a word presented to them was a nonsense word or a real word. Two separate experiments are described. In the first, paired words, both cognates and non-cognates, were presented aurally to subjects in both English and Dutch; some distractors were used to minimize guessing. Intralingual (same-language) repetition was used to prime subjects, and its effects were also measured. Results show a significant intralingual priming effect for each language and between languages, for both cognates and non-cognates. In the second experiment, the same material was presented visually to a similar subject group. Results indicate similar effects. Comparison of the two experiments' results suggest a model for bilingual vocabulary processing, based on a monolingual model, distinguishing three levels of vocabulary learning: word form; lemma; and lexical representation. Actions at each level are described, and interactions occurring with increasing language proficiency are examined. Experimental data analyses are appended. Contains 13 references. (MSE)

ED 397 670 FL 023 994

Woutersen, Mirjam; And Others
Proficiency and the Bilingual Lexicon.
PUB DATE- Mar 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Basic Skills; Creative Writing; Cultural Context; Elementary Education; *English (Second Language); Foreign Countries; *Indigenous Populations; *Land Settlement; Language of Instruction; Language Proficiency; Linguistic Borrowing; Minority Groups; Second Language Instruction; Spelling; *Teacher Education; Teaching Methods; Uncommonly Taught Languages; Urban Youth; Writing Instruction
IDENTIFIERS- *Australia; *Gooniyandi

These papers represent applications of linguistics in Australian Aboriginal contexts, not only from a language viewpoint, but encompassing the interactions of language, society, politics, and culture. They include: "Loanwords: Ours or Theirs?" (Velma J. Leeding); "We Spell It 'Gooniyandi'" (David Street and Topsy Chestnut); "An Orthography Chosen By Those Who Speak Gooniyandi" (Joyce Hudson); "Misunderstanding Aboriginal English: The Role of Socio-Cultural Context" (Diana Eades); "Linguistics and the Land Rights in the Northern Territory" (David Nash); "Linguistic Considerations of Land Tenure in Western Arnhem Land" (Sue Kesteven); "Teaching Creative Writing to Aboriginal Children in Urban Primary Schools" (Brian Gray); "Rationale for the LIRP2 Method of Teaching English as a Second Language" (Joan Kale); "What is the Minimum Language Proficiency Necessary for English-Medium Training?" (David R. Richards); and "The Place of Linguistics in Teacher Training for Aborigines and Islanders" (Neil Chadwick). (Most papers contain references.) (NAV)

ED 397 690 FL 024 017

McCarthy, Brian, Ed.
Asian-Pacific Papers. Occasional Papers Number 10.
PUB DATE- 88
NOTE- 220p.; Papers presented at the World Congress of the International Association of Applied Linguistics (8th, Sydney, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- *Articulation (Speech); Chinese; Code Switching (Language); Contrastive Linguistics; Cultural Influences; *Discourse Analysis; Elementary School Students; English (Second Language); Foreign Countries; Foreign Culture; Japanese; Language Acquisition; Language Attitudes; *Linguistic Borrowing; Malay; Non Western Civilization; Oral Language; Pragmatics; Pronouns; Second Language Instruction; Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Anaphora; China; Hong Kong; India; Japan; New Guinea; Singapore

Sixteen papers are presented. Topics covered include language teaching, discourse analysis, code switching, phonetics, language and cultural identity, and descriptive and comparative studies. All presenters were from the Asia-Pacific area of the world. Papers include: "The Baba Malay Lexicon: Hokkien Loanwords in Baba Malay" (Anne Pakir); "Pronouns in Japanese: Their Functions and Meaning" (Yasukata Yano); "Code Switching and Code Mixing as a Communicative Strategy in Multilingual Discourse" (Mary W. J. Tay); "Teaching English as a Foreign Language in India: A Socio-Functional View" (Shivendra K. Verma); "Language Education and Literary Creativity in English: a Tale of Two Cities" (Agnes Shun-Ling Lam); "A Study of

NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Faculty; College Freshmen; College Students; Comparative Analysis; Data Collection; *Dropout Rate; *Educational Objectives; Goal Orientation; Higher Education; *Minority Groups; Questionnaires; Social Discrimination; *Student Adjustment; Student Motivation; Teacher Role
IDENTIFIERS- *AIR Forum

This study investigated factors influencing the drop-out rate of minority college students as compared to that of non-minority students. Data were collected via mailed questionnaire from 799 freshmen at the University of Missouri-Columbia, a residential, public research university in the Midwest. The questionnaire evaluated such factors as parental encouragement and faculty-student interaction, perceptions of discrimination, congruence of values with the values of faculty and students at an institution, academic and social integration, academic achievement, student satisfaction, student perceptions of their development, institutional commitment, goal commitment and student intent to persist as possible factors affecting the retention rate of students. Findings indicated lower levels of entering ability and subsequent academic achievement for minority students, a strong correlation between institutional commitment and intent to persist, a high negative correlation between perceptions of discrimination and academic integration, a high correlation between perception of quality and intent to persist, and a high correlation between encouragement from family and friends and intent to persist. Generally, there were few substantive differences between minority and non-minority students. Three tables and one figure of the constructs and paths tested in the hypothesized causal model are included. (Contains 48 references.) (CK)

ED 397 708 HE 029 308

Hu, Nan Brian
Effects of College Students' Perceptions of Labor Market Variables and Conditions on Their Choice of Academic Majors. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 58p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; *Career Choice; College Students; Decision Making; *Employment Opportunities; Enrollment; Higher Education; Intellectual Disciplines; *Labor Market; *Majors (Students); *Personality Development; Racial Differences; Sex Differences; Socioeconomic Status; *Student Characteristics; Student Financial Aid; Student Surveys
IDENTIFIERS- *AIR Forum

This study examined some factors influencing college students' choice of field of study. A model of student choice of major focused on students' perceptions of labor market conditions,

Huesman, Ronald L., Jr.; And Others
Identifying Students at Risk: Utilizing Traditional and Non-Traditional Data Sources. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Entrance Examinations; *College Freshmen; College Sophomores; Dropout Characteristics; Dropout Prevention; Higher Education; *High Risk Students; Identification; Information Sources; Institutional Research; Models; *Predictor Variables; Student Financial Aid
IDENTIFIERS- *AIR Forum; University of Iowa

A study tracked 3,192 University of Iowa freshmen through their first year and into their second year on campus. Logistic regression analyses using multiple data sources (admissions and registrar files, a standardized entrance test (the American College Testing Program Assessment) student profile section, an entering freshman survey) were conducted to determine models of student persistence at two points: freshman year spring re-enrollment and sophomore year fall re-enrollment. Two relatively successful models for predicting sophomore persistence were derived, although both models predicted correctly rather small percentages of non-persisters. A followup study on the reasons given for withdrawal by false-positives in the model is recommended. For this sample, it was found that modeling persistence was related to college-level academic indicators; the only non-academic factor to enter the prediction equation was students' perceived need for financial aid. (Contains 17 references.) (MSE)

ED 397 727 HE 029 327

Weimer, Don
Applying Linear and Logistic Regression to a Required English Proficiency Test. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *English; Failure; Grades (Scholastic); Grammar; Higher Education; *Identification; Institutional Research; *Language Proficiency; Liberal Arts; *Predictor Variables; Private Colleges; *Screening Tests; Sex Differences; Statistical Analysis; *Student Placement; Writing Ability
IDENTIFIERS- *AIR Forum; Cardinal Stritch College WI

Prompted by repeated failure on a required English language proficiency test by a large proportion of undergraduates, educators at Cardinal Stritch College (Wisconsin) conducted a study to determine predictors of failure or success on the test, and whether revision of course placement standards should be considered to improve test performance. Academic and demographic data on 1,587 students from 1987-92 were analyzed for predictors of failure on both grammar and essay sections of

DESCRIPTORS- *Academic Aspiration; College Bound Students; *College Choice; College Freshmen; College Libraries; Foreign Countries; Higher Education; High Schools; *Institutional Characteristics; *Institutional Research; Marketing; Parent Role; Peer Influence; Questionnaires; School Counselors; *Student Attitudes; Student Surveys
IDENTIFIERS- *AIR Forum; Australia; Market Research; *University of South Australia

This study investigated the institutional characteristics considered by 774 Australian first-year students attending the University of South Australia in their choice of this university. A self-administered survey instrument asked respondents to rate their attitudes on a Likert scale regarding their reasons for selecting this university. Results indicated that students ranked career preparation, academic program, distance from home, academic reputation, the quality of the school's research program, and library resources as strongly affecting their choice. The role of parents was not rated highly, although students used them as a source of information. The primary source of information that they used to find out about the university was the South Australian Tertiary Admissions Center guide. (Contains 29 references.) (Author/CK)

ED 397 745   HE 029 345

Lucas, John A.
Beginning the Dialogue on Evaluating How Students Learn. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Outcomes Assessment; Graduate Surveys; Higher Education; *Institutional Research; Intellectual Disciplines; Learning Processes; Outcomes of Education; Research Methodology; *Student Development; *Student Evaluation; Surveys
IDENTIFIERS- *AIR Forum; Survey Research; *William Rainey Harper College IL

This paper briefly reviews the learning outcome aspects of seven recent follow-up studies completed for seven different transfer discipline areas at William Rainey Harper College (Illinois). It notes an increasing interest by the field of institutional research in evaluating how students learn. Faculty in the fields of psychology, English, management, speech, geography, the honors program, history and political science have been using surveys evaluating to what extent students achieve general learning skills. Major findings have indicated that Harper College has its greatest impact on building self-esteem, developing problem solving skills, choosing a career path, communication skills, evaluation of information, and library research. The college seems to have little effect on building skills to work in small groups. Grades do not seem to have a negative effect on learning, and lectures and class discussions are perceived to be the two most effective teaching delivery systems. Only assigned papers were rated as a clearly superior classroom assessment measure. Forces moving faculty to become more concerned about evaluating general education learning are identified and include national goals on learning, diversity pressures, the focus on outcomes of accrediting agencies, and a graduate experience for both students and faculty. These include: (1) the Syracuse University (New York) Future Professoriate Project which includes faculty mentor seminars, a teaching associateship, and Certificates in University Teaching; (2) the University of Michigan graduate school program, which includes departmental visits, financial support, student group discussions, a publication concerning the doctoral student's experience, and the Mellon Graduate Education Improvement Project; (3) the Wayne State University (Michigan) program which includes annual meetings with newly-admitted doctoral students, guidance for faculty members, mentoring for minority students, faculty-student research projects, a research mentoring program for new faculty, and outstanding mentor awards; (4) the University of California at Berkeley program which provides assistance to mentors and advisors, encourages help-seeking, offers focus groups and monthly meetings, monitors academic advising, and provides dissertation- and proposal-writing workshops; and (5) the California State University at Fresno's institutionalization of faculty mentoring. A final section outlines activities, initiatives, and programs for departments, faculty, and students. (MSE)

ED 397 763 HE 029 365

Gaffney, Nancy A., Ed.
Enhancing the Minority Presence in Graduate Education VI: Catalyst for Success: The Summer Research Opportunity Program.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; College Faculty; Conferences; Eligibility; Graduate Students; *Graduate Study; Higher Education; *Mentors; *Minority Groups; Program Administration; Program Design; *Research Projects; Student Recruitment; Student Research; Student Role; *Summer Programs; *Teacher Role; Teacher Student Relationship

This report summarizes information and discussion from a 1993 workshop on the Summer Research Opportunities Programs (SROPs). These programs are designed to enhance doctoral research opportunities and mentoring for minority graduate students. The present publication is intended to serve as a guide for those wishing to develop or strengthen SROPs on their campuses. It looks at the following aspects of the programs: organization and administration (infrastructure, staffing, articulation of objectives and expectations); scope and eligibility; faculty involvement; outreach and student recruitment; student selection; faculty-student matching; design of program activities (workshops, field trips, research reports, and concluding banquet); and program evaluation. Guidelines are also presented for the faculty's role, for establishing the parameters of student participation, and for building institutional capacity for SROPs. Elements of a successful program are enumerated. Appended materials include the agenda of the 1993 workshop and a list of workshop participants and institutional affiliations. (MSE)

ED 397 764 HE 029 366

Towards a Taxonomy of Metaphorical Graphical User Interfaces: Demands and Implementations.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Computer Graphics; Computer Interfaces; *Computer Software Development; Design Requirements; Instructional Materials; Interaction; *Metaphors; Problems; User Satisfaction (Information)
IDENTIFIERS- *Graphical User Interfaces; Interactive Systems

The graphical user interface (GUI) has become something of a standard for instructional programs in recent years. One type of GUI is the metaphorical type. For example, the Macintosh GUI is based on the "desktop" metaphor where objects one manipulates within the GUI are implied to be objects one might find in a real office's desktop. Metaphors can be divided into two classes: underlying (or primary) and auxiliary (or secondary). Auxiliary metaphors may be either complementary, adding to the underlying metaphor, or confounding, in which the user finds the metaphor too problematic and rejects the comparison. Not all objects or images that appear in a GUI are guaranteed to be metaphorical. This paper attempts to classify metaphorical interfaces along a four-point continuum from lowest level of metaphorical implementation to highest, from non-metaphorical to immersive. It explores how position on that continuum exemplifies the interaction between complementary and confounding auxiliary metaphors and determines the design demands of an interface. It also considers how the same basic metaphor may be implemented differently to meet these demands. Eleven illustrations are provided. (Contains 23 references.) (Author/AEF)

ED 397 782   IR 017 970

Cennamo, Katherine S.
Factors Contributing to Students' Preconceptions of Mediated Science Instruction for Various Domains of Learning.
PUB DATE- 96
NOTE- 19p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Higher Education; Instructional Materials; Intellectual Development; Interactive Video; Media Research; *Media Selection; *Printed Materials; Psychomotor Skills; Questionnaires; *Skill Development; *Student Attitudes; *Television; Undergraduate Students; Verbal Ability
IDENTIFIERS- Informational Interviews

The purpose of this media study sought to determine whether similar patterns are found (1) when interviewing a larger number of participants and (2) when focusing on a specific content area. Thirty-eight undergraduate students enrolled in and perceptions of disorientation and level of perceived self-efficacy have an effect on the strategies used. Implications related to emerging information technologies, open-ended learning environments, and the ways learners think are considered. (Contains 45 references.) (Author)

ED 397 800 IR 017 988

Januszewski, Alan
History in Educational Technology.
PUB DATE- 96
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Background; Computer Uses in Education; Culture; *Educational History; Educational Research; *Educational Technology; *Historiography; *Intellectual History; Problems; Research Methodology

This paper reports on some of the theories and methods that could characterize historical study in the field of educational technology. After a discussion of the importance of historical study, it provides background about the problems facing the uses of different historical methods in the study of educational technology. Difficulties arise when large numbers of members of the field believe that only certain factual content is the limit of the study of educational technology. This paper proposes the use of two specific methodologies in the study of the history of educational technology--the history of culture and the history of ideas. (Contains 61 references.) (AEF)

ED 397 801 IR 017 989

Johnson, Ronald; And Others
Creating and Using Hypermedia for Student Recruitment.
PUB DATE- 96
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; Computer Uses in Education; Graduate Study; Higher Education; *Hypermedia; *Information Dissemination; *Optical Data Disks; *Production Techniques; Schools of Education; *Student Recruitment; Teacher Education
IDENTIFIERS- Digital Imagery; East Texas State University

This paper describes a project which involved the development and production of CD-ROM based interactive media for the recruitment of students into graduate education programs. It includes the incorporation of user interfaces and the appropriate hypermedia linking of digital video, 35-millimeter still photography, charts, audio and textual information into a CD-ROM format. With this tool, items like graduate catalogs, and two conducted longitudinally with a single group, first when they were preservice undergraduate teachers, and then later after they had taught professionally for a year. One purpose of these studies was to identify levels of computer use among practicing teachers and any change from expected to actual levels of use among the preservice-to-novice group. Another purpose was to identify variables of internal motivation as predictors of teachers' computer use. Levels of computer use among teachers were not high. Preservice educators' expectations of computer use were very high but dropped after one year of professional teaching. Perceived relevance of and self-competence in computer use were strong predictors; however, when "Subjective Norms" was included in the calculation, it emerged as the predictor which superseded all others. In order for teachers to adopt computers, there needs to be a perception generated by the professional environment that computer integration is expected. This can be established by modeling use by administrators, colleagues, students, and the profession. A work environment would be equipped and faculty training and support would be available. (Contains 27 references.) (Author/SWC)

ED 397 819 IR 018 007

Martin, Barbara L.; And Others
Lessons Learned from the Florida Teletraining Project.
PUB DATE- 96
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Armed Forces; Community Colleges; Cost Effectiveness; *Distance Education; Educational Assessment; Educational Benefits; *Educational Cooperation; *Instructional Effectiveness; Measurement Objectives; Military Schools; *Military Training; Postsecondary Education; Program Evaluation; *Telecourses
IDENTIFIERS- Department of Defense; Florida; Military Reserves; *Teletraining; Video Telecommunications

The Florida Teletraining Project (FTP) was funded by the Department of Defense to test the feasibility of using a video teletraining network (VTT) (two-way audio/two-way compressed video) to present military instruction to reservists in Florida. The program was to be conducted by two-year community colleges in collaboration with armed forces schools, in part to test the capability of the community colleges to provide VTT instruction to reservists. Specific project objectives were to: (1) ascertain the merit of using telecommunications training provided by non- military sources for training military personnel; (2) quantify the value of the instruction received; and (3) guide future government and Department of Defense decisions related to distance learning. This paper provides an overview of general course design considerations, issues in reconfiguring courses for the new format, and the evaluation process. Results showed that the technology was reliable (albeit costly), that the community college setting or infrastructure could handle program needs, and that all students passed the stated learning objective under VTT. A discussion of lessons learned includes lessons relevant to that total time spent on instruction and practice and the number of times previous and back selections were made were significant predictors of achievement. Type of incentive did not yield a significant difference in posttest scores or attitudes between treatments. Overall, subjects had positive attitudes toward the instructional program. Furthermore, the study found that there may be a relationship between prior experience and CAI assisted achievement. The results of this study suggest that college students may be able to judge well the fashion in which they need to review previously viewed screens in computer programs in order to receive higher posttest scores. (Contains 24 references.) (Author/AEF)

ED 397 835 IR 018 023

Schaeffer, Randy S.; Bateman, William
So Many Colors, So Many Choices: The Use of Color in Instructional Multimedia Products.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; *Design Preferences; Guidelines; Instructional Design; *Instructional Effectiveness; Instructional Materials; *Multimedia Materials; Problems; *Screen Design (Computers); *Visual Perception; Visual Stimuli
IDENTIFIERS- Cognitive Load; Visual Displays

State-of-the-art computers being used today for instructional multimedia products have monitors capable of displaying millions of different colors. Designers are given virtually unlimited control over the factors that govern the display of these colors. This paper examines how color is displayed on computer monitors and interrelationships with how humans perceive color. Discussion also considers uses for color that are affective (adding aesthetic value), structural (text vs. backgrounds), and cognitive (highlighting, coding and layering to reduce cognitive load). Finally, the paper offers solutions to some of the problems inherent in the use of color and recommends guidelines for proper and effective use of color in instructional multimedia products. (Contains 37 references.) (AEF)

ED 397 836 IR 018 024

Schaeffer, Randy S.; Cates, Ward Mitchell
Cooperative Software for the Internet.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Cooperative Learning; Games; *Group Activities; Group Dynamics; Group

Wiegand, Wayne A.
Irrepressible Reformer: A Biography of Melvil Dewey.
PUB DATE- 96
NOTE- 403p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Anti Semitism; Biographies; Change Agents; Educational Administration; Governing Boards; Innovation; *Library Development; *Library Directors; Library Education
IDENTIFIERS- *Dewey (Melvil); *Dewey Decimal Classification; Library History; New York State Library; New York State Regents

This book is a biography of Melvil Dewey, the man behind the Dewey Decimal Classification System. Tracing Dewey's life and early influences that shaped it, the book explores Dewey's employment experiences, enterprises, and innovations and present a range of views on them; he was seen as an organizational genius but also as arrogant, manipulative, immoral, and bigoted. The book gives accounts of Dewey's experiences as New York State Regents Secretary, State Librarian, director of the New York State Library School, a period which ended in a public dispute over his exclusionary treatment of Jews, and explores Dewey's further troubles with anti-Semitism and sexual harassment as he built the Lake Placid Club in New York State into a $15 million property. The book is divided into three parts: (1) Launching a 'World Work,' 1851-1888; (2) The Albany Years, 1889-1906; and (3) The Lake Placid Years, 1906-1931. Fifteen figures and 27 plates are included throughout the work. An epilogue sums up Dewey's historical legacy. A list of abbreviations used in footnotes to designate sources is also provided. (Author/AEF)

ED 397 853 IR 055 947

State Library Agencies Data, FY 1994. On Disk. Computer Diskette.
PUB DATE- May 96
NOTE- One diskette with self-extracting files (a dBASE data file, and data base documentation in two formats--printer and WordPerfect 6.1 for Windows). System requirements: PC/MS DOS-based system with a minimum of 1,000,000 bytes available hard drive space.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- orld Work,' 1851-1888; (2) The and (3) The Lake Placid Years, ,Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Information Services; Libraries; *Library Networks; *Library Statistics; Library Surveys; *National Surveys; *State Agencies; Statistical Data; Tables (Data)

The annual State Library Agencies (STLA) Survey is a cooperative effort between the Chief Officers of State Library Agencies (COSLA), the U.S. National Commission on Libraries and Information Science (NCLIS), and the National Center for Education Statistics (NCES). The survey provides state and federal policy-makers, researchers, and other interested users with description information about STLAs in the 50 United States and the District of Columbia for fiscal year 1994. STLA survey data, along with the results of other NCES data collections, provides a national profile of libraries and information service. The survey file contains data on 464 items, including governance, public service hours, number and types of service outlets, type and size of collections, library

ED 397 872 JC 960 466

Hepner, Freda
Interdisciplinary Classes.
PUB DATE- Jun 96
NOTE- 20p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Core Curriculum; *Curriculum Design; Curriculum Development; *Educational History; *General Education; *Interdisciplinary Approach; Liberal Arts; Program Descriptions; Social Problems; *Team Teaching; Thematic Approach; Two Year Colleges; Writing Across the Curriculum

Interdisciplinary learning is most simply defined as the co-teaching of courses by at least two faculty members from different departments in the institution. Interdisciplinary learning in the United States began after World War II with the proposal of a core curriculum covering Western civilization, literary texts, science, and English composition and based on "holistic" courses then offered. Beginning in the 1970's, the movement shifted towards models of writing across different disciplines, addressing social problems, and critical thinking. Connecting disciplines in classes appears to be an effective experience for students and an energizing experience for faculty, with research showing a relationship between interdisciplinary education and significant increases in student skills. The most successful interdisciplinary programs involve broad based social issues requiring the study of a multiplicity of disciplines. Key elements of exemplary interdisciplinary programs currently in existence include the following: (1) sensitivity to issues of diversity; (2) student-centered, problem-solving approaches that emphasize writing and communication skills; (3) integration of gender and diversity issues and alternative perspectives on the changes in society; (4) curriculum for older adult students; (5) a focus on students' needs in the world of work; (6) basic content areas linked with writing; and (7) study of history and literature to explore expressions of national heritage and contemporary lives. Contains 20 references. (TGI)

ED 397 873 JC 960 467

Hunter, Carol L.
Student as Teacher: Cooperative Learning Strategies in the Community College Classroom.
PUB DATE- Jun 96
NOTE- 18p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Cooperative Learning; *Course Evaluation; *Curriculum Design; Experiential Learning; Instructional Improvement; *Outcomes of Education; Program Effectiveness; Program Implementation; Public Speaking; *Speech Curriculum; Speech Instruction; Student Attitudes; Student Participation; Teacher Attitudes; Two Year Colleges

students were able to choose from writing a two-page summary of their experience, presenting a 3- to 5-minute oral report, or submitting a creative response project. The challenges for the instructor in implementing the component included ensuring student placement in tutoring positions, balancing the service learning component with the class material needed to cover the course competencies, training students to tutor, dealing with the changes in the scope of student tutoring made by the individual schools and teachers, and measuring the students' success. Benefits included continued interaction with the individuals tutored; the discovery of the importance of volunteer work to the community; and for the instructor, meeting other teachers and feeling closer to the students. (TGI)

ED 397 891 JC 960 493

Harris, Zelema M.; Kayes, Pauline
New Statewide Regional Initiative on Creating Inclusive Educational Communities for Minority Students.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Community Colleges (76th, Atlanta, GA, April 13-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Community Colleges; *Educational Environment; *Educational Opportunities; *Equal Education; *Minority Groups; *Nondiscriminatory Education; *School Holding Power; Sex Fairness; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Parkland College IL
Despite the existence of a college-wide Committee on Access, Equity, and Cultural Diversity and other efforts, minority retention rates at Illinois' Parkland College remained disproportionately low. In 1996, the college received a grant through the Higher Education Cooperation Act to develop an approach to recruit and retain minority students. Instead of blaming minority students for failing to persist and continuing to use ethnocentric approaches, the project seeks to provide a cohesive, holistic approach to minority student articulation by assisting schools and colleges in creating inclusive educational communities for minority students. The focus is on evaluating, assessing, and transforming the total educational environment. In addition, to respond proactively to the barriers that affect minority students and to attempt to facilitate change in the educational environment, the project consists of the following four interconnected phases: (1) describing and prioritizing characteristics of inclusive educational communities for minority students; (2) designing assessment models for measuring characteristics of these inclusive educational communities; (3) developing strategies for comprehensive institutional plans for inclusiveness in the total educational environment; and (4) providing development opportunities to achieve the full involvement of faculty and staff in the development of curricula and pedagogies appropriate to gender-balanced, multicultural education. (TGI)

ED 397 892 JC 960 494

Minich, Eleanor L.
Distance Education at Florida Community College at Jacksonville.

residents who had never enrolled in continuing education at the college. Study findings included the following: (1) 67.3% of the former students and 65.8% of the district residents indicated that they were aware that separate credit and non-credit schedules were mailed to their home; (2) for both groups, the most important factors influencing their decision to enroll were the convenience of course time and/or location and course selection and content; (3) with respect to elements that would catch their attention in the printed schedules, 46% of the former students indicated large type and 40% of the district residents thought that making the schedule magazine size would catch their attention; and (4) 85% of the former students through thtat it was easy to find information in the current schedule. The survey instruments are appended. (BCY)

ED 397 911 JC 960 520

Lucas, John A.; Didier, Karen
Evaluation of the Campus Information Center and Associated Services. Volume XXIV, Number 17.
PUB DATE- May 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employee Attitudes; Facility Utilization Research; *Information Centers; Information Services; Program Effectiveness; School Personnel; *Services; *Student Attitudes; Two Year Colleges; *Use Studies
IDENTIFIERS- William Rainey Harper College IL

As part of a review of its Information Center, Facilities Rental and Reservation Center, and Computerized Area List and Labels System (CALLS), William Rainey Harper College (WRHC), in Illinois, conducted a survey of staff and students to determine their perceptions of the quality of these services. Surveys were distributed to a sample of 300 students enrolled in spring 1996 regarding the Information Center, 18 staff members who were thought to use the Rental and Reservation Center, and 12 staff members who were thought to use CALLS. Completed questionnaires were received from 99 students and all of the staff members. Study findings included the following: (1) 60 percent of the students surveyed had used the Information Center; (2) while all aspects of the Information Center's performance were rated very positively, the lowest rating was given to the promptness of service; (3) 16 of the 18 staff members surveyed used the Facilities and Reservation Center; (4) while all of the services received were rated highly, the lowest rating was given to the Reservation Center's ability to offer alternatives when desired space was not available, receiving 3.69 out of 4 points; (5) room quality was ranked rather low; (6) 10 of the 12 staff members surveyed had used CALLS an average of 11 times during the year; and (7) all aspects of CALLS service were rated better than good, though lower than the Reservation Center. The survey instruments are appended. (TGI)

ED 397 912 JC 960 521

Lucas, John A.; Dincher, Judith
Follow-Up Survey of Graduates of Certified Nursing Assistant Program at Harper College. Volume XXIV, Number 19.
PUB DATE- Jun 96
NOTE- 43p.

retention for all semesters and for long-term attendance and graduation; (2) students who tested into developmental courses on the basic skills test and who completed a required developmental course during their first semester persisted at the same or a higher rate as students who tested at college-level, while developmental students who did not complete a developmental course in their first semester had significantly lower retention rates; (3) gender and ethnicity variables were not found to be related to retention; and (4) older telecourse students (i.e., over 24) were more successful than younger students, while there were no differences in success rates by gender or ethnicity. (TGI)

ED 397 930 JC 960 569

Wozniak, Jacci
Mathematics and Science Faculty Service Learning Handbook.
PUB DATE- 96
NOTE- 49p.; Materials used in a presentation at the National Conference of the Campus Compact National Center for Community Colleges (5th, Scottsdale, AZ, May 29-31, 1996); co-sponsored by Higher Education Consortium, Region III; Eisenhower Pre-Service Teacher Education Project; and Florida Campus Compact.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Experiential Learning; *Mathematics; Program Guides; Resource Materials; *Sciences; *Service Learning; *Student Participation; Student Volunteers; *Teacher Role; Two Year Colleges; Two Year College Students

Resources developed by "Campus Compact," a coalition of over 550 colleges and universities established to create and enhance service learning opportunities for students, are presented in this handbook for mathematics and science faculty. A brief introduction defines service learning and provides a continuum of types of service learning, such as one-day fundraising tasks, class-related assignments, volunteer tutoring, and paid internships. The first section provides sample documents used in administering programs, including a development form for integrating service learning into a course, a reasoning objectives matrix, a student application, a learning hour report, and an evaluation form. The next section underscores the importance of reflection in the service learning process, offering models and guidelines for facilitating reflection among participants. Selected resources are provided in the following section, and a sample analysis of the effects of tutoring on academic achievement. The final section contains sample syllabi designed to assist instructors who wish to integrate a service learning component into their math and science courses. Contains 14 references. (MPH)

ED 397 931 PS 022 117

Beirne, Jo-Anne, Ed.
Australian Homeschool Journal, November/December 1991-July/August 1993.
PUB DATE- Dec 91
NOTE- 415p.
LANGUAGE- English

PUB DATE- 96
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Intervention; *Educational Change; *Educational Improvement; Elementary Education; Integrated Services; Kindergarten; Language Arts; Parent Participation; Professional Development; Program Evaluation; Program Implementation; *Reading Skills; *Reading Writing Relationship; School Restructuring
IDENTIFIERS- Family Support; Roots and Wings Program; *Success for All Program

"Success for All" and "Roots and Wings" are comprehensive restructuring programs for elementary schools designed to make the idea that "all children can learn" into a practical, daily organizing principle for schools, especially those serving many children placed at risk. This book describes the programs in detail, presents the extensive research evaluating them, and discusses the implications of this research for policy and practice. The first chapter, entitled "Success for All: The Promise and the Plan," introduces the program's origins and provides an overview of the program components. Chapter 2, "Reading and Writing/Language Arts Programs," discusses the importance of reading, reading approaches, and reading/writing relationships. Chapter 3, entitled "Tutoring Programs," discusses the roles and significance of tutors and describes the tutoring processes and activities. Chapter 4, "Prekindergarten and Kindergarten Programs," is a discussion of curriculum design and school scheduling. Chapter 5, "Roots and Wings: Adding Social Studies, Science and Mathematics to Success for All," describes two "Roots and Wings" programs; WorldLab and MathWings. Chapter 6, "Family Support and Integrated Services," discusses parent involvement, attendance, intervention, and service integration between community and school. Chapter 7, "Facilitators, Professional Development, School Restructuring, and Networking," emphasizes roles of facilitators and professional development in "Success for All." Chapter 8, "Research for Success for All," discusses evaluation designs and outcomes. Chapter 9, entitled "Success for All, Roots and Wings, and School Reform," concludes the guide with the roles of these two programs. Contains 87 references. (MOK)

ED 397 951 PS 024 283

Helping Children Affected by Substance Abuse: A Manual for the Head Start Management Team.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Alcoholism; Child Advocacy; Childhood Needs; Children; Child Welfare; Community Programs; Disadvantaged Environment; *Drug Abuse; Environmental Influences; Helping Relationship; *High Risk Students;

involvement and their child's benefit; (6) the level of parental involvement declines noticeably as children grow older; and (7) parents think it is important to have a voice in making school policy, but they are wary about involvement in administrative decisions. Statistical findings indicate that at-home involvement is more important than at-school involvement, extent of family involvement, involvement in activities with clear benefits to their children, barriers to greater involvement, attitudes toward educational issues, and satisfaction with their child's schooling. (KDFB)

ED 397 969 PS 024 397

Colorado Business Commission on Child Care Financing, Report.
PUB DATE- Dec 95
NOTE- 27p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children's National Institute for Early Childhood Professional Development (5th, Minneapolis, MN, June 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Children; Community Development; Community Resources; Costs; *Day Care; *Day Care Centers; Employed Parents; Finance Reform; *Financial Support; Parent Materials; Parents; Property Taxes; Resource Materials; School Buildings; Tax Credits
IDENTIFIERS- Colorado; Community Development Corporations; Enterprise Zones; Families and Work Institute; Income Tax Check Offs

This report examines child care from a business perspective and proposes methods to help finance affordable, accessible, and high-quality child care in Colorado. The Commission's procedures are described, and data summaries are included. The following 12 recommendations are made: (1) establish model planning and zoning programs to increase and impact child care supply; (2) develop and distribute business-oriented resource guides describing child care employee benefit options; (3) design, implement, and distribute packets of model child care programs that can be replicated or adapted by employers of varying sizes and organizational structures; (4) establish a multi-bank community development corporation to provide loans and other financial assistance to child care providers; (5) develop and distribute child care consumer guides for parents; (6) restructure the current Colorado Enterprise Zone Child Care Contribution Program to improve child care availability, quality, and affordability; (7) initiate legislation to establish a voluntary child care check-off on state income tax returns to fund quality enhancement in licensed child care facilities through a dedicated funding source; (8) initiate a refundable child care income tax credit for families to assist them in paying for licensed child care; (9) initiate a change in property tax assessment rates to allow child care facilities to be taxed at the residential rate rather than at the commercial rate; (10) develop policies providing for the utilization of existing public educational buildings for child care programs; (11) convene a governor's statewide summit on business and child care; and (12) create a permanent Business and Child Care Commission. (Contains 35 references.) (KDFB)

ED 397 970 PS 024 402

Chisholm, Lynne, Ed.; And Others

and Other Drugs.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Health and Human Services, Washington, D.C.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Childhood Needs; *Drinking; Drug Use; Early Childhood Education; Environmental Influences; *Infants; *Prenatal Drug Exposure; Primary Education; *Smoking; Special Needs Students; *Substance Abuse
IDENTIFIERS- Special Needs Children

Experts now estimate that one half to three quarters of a million infants are born each year who have been exposed in utero to one or more illicit drugs. When legal drugs--alcohol and tobacco--are added, the figure rises to considerably more than one million substance-exposed infants. This monograph is one in a series created by the Educational Development Center to address the needs of administrators and teachers for accurate, up-to-date information on the effects of prenatal exposure to alcohol and other drugs. The report also examines what is known about other risk factors that may amplify these effects or produce similar consequences. The first chapter of the report addresses what the research suggests about the short- and long-term effects of prenatal exposure to alcohol and other drugs. The second chapter discusses environmental factors which, by themselves or in combination with the effects of prenatal exposure to alcohol or other drugs, can affects a child's development. The third chapter explores the implications of prenatal exposure for preschool and primary education and describes specialized programs that serve children identified as having been prenatally exposed to alcohol or other drugs, as well as the behavioral and developmental characteristics these children display. Finally, the report sums up the central findings and suggests ways that this information can guide the development of strategies, techniques, and materials to help teachers and administrators provide children at risk with appropriate and effective educational experiences. Two appendices list sources of information used in the monograph and experts interviewed. Contains 428 references. (HTH)

ED 397 987   PS 024 461

Pianta, Robert C.; Walsh, Daniel J.
High-Risk Children in Schools: Constructing Sustaining Relationships.
PUB DATE- 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Development; Context Effect; Cultural Differences; Early Childhood Education; Family (Sociological Unit); *Family Environment; *High Risk Students; Individual Development; Mental Disorders; *Models; Parents; Peer Relationship; Piagetian Theory; Poverty; Primary Education; Rejection (Psychology); School Readiness; Social Isolation; Stimulation; *Systems Approach; Theories; Unemployment
IDENTIFIERS- *Contextual Systems Model; Cultural Deficit Theory; Stress (Biological)

This book presents the Contextual Systems Model (CSM), a

The Council of Great Lakes Governors and GTE North, Inc. developed a partnership titled "Pioneering Partners for Educational Technology" to disseminate innovative educational technologies developed by classroom teachers in eight states of the Great Lakes region. To accomplish this, Pioneering Partners provides a Partnership Summer Summit at which participants' skills in disseminating innovative educational technologies are developed. Evaluation of the initiative focused on providing the Council of Great Lakes Governors and GTE with information regarding the effectiveness of steps taken to spread the use of educational technology. Also, Pioneering Partners seeks to inform policy makers on decisions they face, in order to increase the likelihood that laws favoring technology in schools will be legislated. Most frequently disseminated technologies involved classroom computers; telecommunications technologies; computer labs; and video, laptop, and calculator technologies. The greatest factor in facilitating dissemination was Pioneering Partners materials and support, and the belief that something of value could be done. Rural educators especially indicated that lack of financial resources and technology know-how were the greatest inhibitions to dissemination efforts. Evaluation also assessed the highest level of technology use at adopting sites, and the initiative's influence on local and state education policy. Recommendations include developing a strategy to close the resource gap for rural schools, encouraging quality applications of technology to math and science instruction, using telecommunications as a reporting and evaluation tool, requiring clearly defined goals for student learning, providing scholarly literature to validate educators' experiences in the project and to promote a common language, and providing more support to ensure that dissemination achieves the lasting effect of technology adoption. An appendix contains eight figures. (TD)

ED 398 004 RC 020 622

Hughes, Mary F.
Achieving Despite Adversity: Why Are Some Schools Successful in Spite of the Obstacles They Face? A Study of the Characteristics of Effective and Less Effective Elementary Schools in West Virginia Using Qualitative and Quantitative Methods.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.
PUB DATE- Oct 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged Schools; *Educational Environment; Elementary Education; *Elementary Schools; Faculty Mobility; Instructional Leadership; Parent Attitudes; Rural Schools; *School Effectiveness; Socioeconomic Status; *Student Attitudes; *Teacher Attitudes; Teacher Expectations of Students; Teacher Morale
IDENTIFIERS- *West Virginia

A study of West Virginia elementary schools examined why similar types of elementary students differ greatly in academic achievement. In the first phase of the study, a comparison of 33 high- and 33 low-achieving elementary schools in West Virginia found that low-achieving schools had 2.5 times more low-income students than high-achieving schools, and had teachers with less education and experience. The study's second phase compared low-achieving and high-achieving schools in a

Sovereignty and the Control of Knowledge" (Sandra Lee Pinel, Michael J. Evans); (4) "Collecting Traditional Medicines in Nigeria: A Proposal for IPR Compensation" (Janet McGowan, Iroka Udeinya); (5) "Establishing Reciprocity: Biodiversity, Conservation and New Models for Cooperation between Forest-Dwelling Peoples and the Pharmaceutical Industry" (Steven R. King); (6) "Policies for International Collaboration and Compensation in Drug Discovery and Development at the United States National Cancer Institute: The NCI Letter of Collection" (Gordon M. Cragg, and others); (7) "Biocultural Diversity Conservation through the Healing Forest Conservancy" (Katy Moran); (8) "Buying Secrets: Federal Government Procurement of Intellectual Cultural Property" (David Ruppert); (9) "A Non-Market Approach to Protecting Biological Resources" (Stephen B. Brush); (10) "Natural Products and the Commercialization of Traditional Knowledge" (Sarah Laird); (11) "Between State and Capital: NGOs as Allies of Indigenous Peoples" (Jack Kloppenburg, Jr., Tirso Gonzales); (12) "A Legal Paradigm for Protecting Traditional Knowledge" (David J. Stephenson, Jr.); (13) "Human Rights and Cultural Heritage: Developments in the United Nations Working Group on Indigenous Populations" (Dean B. Suagee); (14) "Human Rights Implications of Indigenous Peoples' Intellectual Property Rights" (Audrey R. Chapman); and (15) "International Agreements and Intellectual Property Right Protection for Indigenous Peoples" (Darrell A. Posey). Contains references, author profiles, and an index. (LP)

ED 398 020 RC 020 676

Liddle, Jeff, Ed.; Storck, Steve, Ed.
Adventure Program Risk Management Report: 1995 Edition. Narratives and Data from 1989-1990.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reference Materials - General (130)
DESCRIPTORS- Accident Prevention; *Accidents; *Adventure Education; Camping; *Databases; Documentation; Elementary Secondary Education; Higher Education; *Injuries; Models; Outdoor Education; Questionnaires; Risk; *Risk Management; Safety; *Trend Analysis
IDENTIFIERS- *Incident Reporting

This report presents data collected during 1989-90 for the Adventure Program Incident Reporting Project, a joint project between the Wilderness Risk Managers Committee and the Association for Experiential Education. The project provides a means to educate interested parties about the risk management implications of different adventure activities, a comprehensive incident database for use in statistical analysis and trend analysis, and a central reporting forum for incidents in adventure programming. Programs were asked to estimate actual hours of participation by clients and staff for specific activities and for client groupings. The report also requested detailed information on each incident including a brief narrative. The first section of the report includes definitions of terms and models that were used for analyzing data. Section 2 provides descriptive statistics on incidents reported in the database. The 55 programs providing data included private and public instructional organizations, psychiatric hospitals, universities, county parks and recreation departments, camps, schools, 4-H programs, and court service programs. A total of 832 injuries and illnesses were reported, of which 433 were references.) (SV)

ED 398 038   RC 020 696

Padilla, Amado M., Ed.
Hispanic Psychology: Critical Issues in Theory and Research.
PUB DATE- 95
NOTE- 402p.; Chapters were previously published in the Hispanic Journal of Behavioral Sciences.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Acculturation; Acquired Immune Deficiency Syndrome; *Adolescents; Bilingual Education; Bilingualism; Children; Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Ethnicity; Health Services; Higher Education; *Hispanic Americans; Mental Health; *Psychological Characteristics; Psychological Evaluation; Psychological Studies; Psychotherapy; Sex Role
IDENTIFIERS- Hispanic American Students

This book provides students, researchers, and practitioners with access to major theoretical and empirical issues in the field of Hispanic psychology. The book is divided into six parts: acculturation and adaptation, ethnic identity and behavior, clinical research and services, health and AIDS research, gender studies research, and education and academic achievement. The educational section focuses on two-way bilingual immersion programs, educational resilience among Mexican American 10th-graders, and effects of educational reforms on Latino students. The 20 chapters are: "Environmental Influences and Personal Choice: A Humanistic Perspective on Acculturation" (Raymond T. Garza, Placida I. Gallegos); "Mexican American Family Functioning and Acculturation: A Family Systems Perspective" (Erich J. Rueschenberg, Raymond Buriel); "A Multidimensional Measure of Cultural Identity for Latino and Latina Adolescents" (Maria Felix-Ortiz de la Garza, Michael D. Newcomb, Hector F. Myers); "Acculturative Stress: Minority Status and Distress" (Delia H. Saldana); "Ethnic Identity and Self-Esteem: A Review and Integration" (Jean S. Phinney); "Ethnic Identity and Adaptation of Mexican American Youths in School Settings" (Martha E. Bernal, Delia S. Saenz, George P. Knight); "Ethnic Identity and Bilingualism Attitudes" (Aida Hurtado, Patricia Gurin); "Hispanic Mental Health Research: A Case for Cultural Psychiatry" (Horacio Fabrega Jr.); "Cultural Considerations in the Use of DSM-IV with Hispanic Children and Adolescents" (Richard C. Cervantes, William Arroyo); "Clinical Issues in the Treatment of Chicano Male Gang Youths" (Jerald Belitz, Diana M. Valdez); "Language As a Communication Barrier in Medical Care for Hispanic Patients" (Rosa Seijo, Henry Gomez, Judith Freidenberg); "Cultural Differences in Attitudes and Expectancies between Hispanic and Non-Hispanic White Smokers" (Gerardo Marin, Barbara VanOss Marin, Eliseo J. Perez-Stable, Fabio Sabogal, Regina Otero-Sabogal); "Communicating the HIV/AIDS Risk to Hispanic Populations: A Review and Integration" (Gustavo A. Yep); "Impact of Poverty, Homelessness, and Drugs on Hispanic Women at Risk for HIV Infection" (Adeline Nyamathi, Rose Vasquez); "Hispanic Masculinity: Myth or Psychological Schema Meriting Clinical Consideration" (J. Manuel Casas, Burl R. Wagenheim, Robert Banchero, Juan Mendoza-Romero); "Sex Role Identity among College Students: A Cross-Cultural Analysis" (Brunilda De Leon); "Hispanic Househusbands" (Sharon Kantorowski Davis, Virginia Chavez); "Theoretical Assumptions

IDENTIFIERS- National Aeronautics and Space Administration

Mission to Planet Earth (MTPE) is an integrated, sustainable environmental education program that focuses on the concept of Earth system science which integrates fields like meteorology, oceanography, atmospheric science, geology, and biology. The program has the following objectives: training the next generation of scientists to use an interdisciplinary approach, continuing to educate educators as research evolves and capabilities change, raising the awareness of policymakers and citizens to enable informed decision making, improving science and math literacy, and improving the linkage between scientists and educators. This publication provides information about agency-wide MTPE education resources and programs conducted at pre-college through postdoctoral levels. The catalog is divided into the following sections: Introduction, Student Programs, Teacher Enhancement and Curriculum Support, Educational Technology, and Resources. The Resources section contains listings of MPTE education materials and general National Aeronautics and Space Administration (NASA) resources, including Internet sources, for teachers and students. (JRH)

ED 398 058 SE 058 454

Ballbach, Joann, Ed.
Ohio Sampler: Outdoor and Environmental Education.
PUB DATE- 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Elementary Secondary Education; *Environmental Education; Habitats; Integrated Activities; Natural Resources; Outdoor Education; Plant Identification; Science Curriculum; Science Process Skills
IDENTIFIERS- Ohio

This document provides practical suggestions and meaningful activities for implementing Ohio's model curriculum in science for instruction that emphasizes hands-on experience and diverse learning opportunities. It also includes a variety of nonscience activities that emphasize and utilize the outdoors. This Sampler lists activities by indoor or outdoor settings, group size, and age-appropriate levels from pre-school through grade 12. Related subject areas include art, economics, language arts, mathematics, music, physical education, and social studies, as well as science. More than 20 topic areas range from animals and environmental awareness to food chains and pollution. Processes and skills that are reinforced for students include collecting and recording data, creative writing, estimating, graphing, teamwork, observation skills, and vocabulary building among others. Thirty-six individual activities are offered. Resources including 17 environmental organizations, 6 government agencies, 23 Ohio resident outdoor education centers, 34 organization members of Environmental Education Council of Ohio (EEC), 7 Ohio Coalition of Independent Nature Centers, and 17 other favorite sources are listed. (AIM)

ED 398 059 SE 058 611

Ediger, Marlow
Science Achievement and the Pupil.
PUB DATE- 96
NOTE- 31p.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Higher Education; *Mathematicians; Mathematics Education; Program Evaluation

The purpose of this paper is to describe experiences evaluating the effectiveness of the Mathematicians and Education Reform (MER) Forum, a network of research mathematicians interested in educational issues. After a brief description of MER, three traditional evaluation models are considered to illustrate shortcomings found with using these models for network evaluation: quasi-experiments, objectives-based evaluation, and responsive evaluation. Finally, brief scenarios are constructed of how each of these models might be applied to the MER evaluation. In each of these three hypothetical scenarios, conclusions are proposed that seem viable. (MKR)

ED 398 080 SE 058 807

Sharp, Janet M.
Results of Using Algebra Tiles as Meaningful Representations of Algebra Concepts.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-Western Education Research Association (Chicago, IL, October 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Experimental Groups; High Schools; *High School Students; *Manipulative Materials; *Mathematics Achievement

Mathematical meanings can be developed when individuals construct translations between algebra symbol systems and physical systems that represent one another. Previous research studies indicated (1) few high school students connect whole number manipulations to algebraic manipulations and (2) students who encounter algebraic ideas through manipulating physical models gain conceptual knowledge of algebra. Five high school algebra classes used algebra tiles to study operations with algebraic expressions. Results suggested no differences between groups who used or did not use manipulatives when tested with traditional chapter tests. Results of diary narrative data indicated that the majority of students stated that the tiles added a mental imagery that made learning "easier." They indicated that they found it easy to think about algebraic manipulations when they visualized the tiles. (Author)

ED 398 081 SE 058 808

Leinenbach, Marylin; Raymond, Anne M.
A Two-Year Collaborative Action Research Study on the Effects of a "Hands-On" Approach to Learning Algebra.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Panama City, FL, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Grade 8; Grade 9; Interviews; Junior High Schools; *Junior High School Students; *Manipulative Materials;

Maulhardt, Mary
Michoacan People, Customs, and the Day of the Dead.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Bilingual Education; Cultural Activities; *Death; Elementary Education; Foreign Countries; Grade 5; *Holidays; Intermediate Grades; *Latin American Culture; *Latin American History; Latin American Literature; Latin Americans; Multicultural Education; Mythology; *Social Studies
IDENTIFIERS- *Dia de los Muertos; *Mexico (Michoacan)

This curriculum guide is intended: (1) to expose students to the people and customs of Michoacan, Mexico; (2) to explore the meaning of traditional Day of the Dead customs through hands-on experiences; and (3) to build the self-esteem of second language learners of Mexican descent. During the study, students whose primary language is Spanish read and respond to Purepecha Indian myths of Michoacan; research and prepare a presentation on the language and customs of the Purepecha Indians; and participate in Day of the Dead activities including art, theater, and cooking. Activities include a literature study, research project, and holiday celebration of the Day of the Dead. There are background notes on the Purepecha Indians and the Day of the Dead, along with a list of resources. Since much of this unit is activity-based, the evaluation of students is performance-based with students judged on their participation in and completion of the activities introduced. (EH)

ED 398 102 SO 026 330

Llewellyn, Marianne
"The State of Chihuahua", Lesson Plan for "Cultural Unit: Focus on Mexico."
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Culture; Environment; Foreign Countries; Industry; *Latin American Culture; *Latin American History; *Latin Americans; Secondary Education; Social Studies; *Tourism
IDENTIFIERS- *Mexico (Chihuahua State); Montana

This lesson plan was designed for students in Montana schools. The objectives for this culture unit are having: (1) students recognize the similarities between their home stat of Montana and the Mexican state of Chihuahua; (2) students learn about features unique to Chihuahua; and (3) students create an advertising brochure marketing Chihuahua to tourists. There is a list of materials needed for this lesson, as well as an evaluation procedure based upon completion of the brochure. (EH)

ED 398 103 SO 026 331

DESCRIPTORS- *Auditory Stimuli; *Bilingualism; Comparative Analysis; Contrastive Linguistics; Dutch; English; Foreign Countries; Language Fluency; Language Patterns; *Language Processing; *Language Proficiency; Language Research; Linguistic Theory; Uncommonly Taught Languages; *Vocabulary Development; *Word Recognition

IDENTIFIERS- Cognates; Nonsense Words; *Repetition Effects

A study investigated lexical decision-making among Dutch-English bilinguals in the auditory modality. Subjects, bilinguals at three proficiency levels (intermediate, high, and near-native) were presented with 40 cognate and 40 non-cognate word pairs, a similar number of English and Dutch distractors, and a similar number of nonsense words in each language. An additional cue, pronunciation by a man or woman, was used to distinguish Dutch and English cognates. Intra- and interlingual repetition of words was also used as a variable. In three experiments, three subject groups were used: 32 Dutch secondary school students; 32 Dutch university student of English; and 16 Dutch learners with near-native English skills. Results of the three experiments suggest that for bilinguals of intermediate proficiency, there was a priming effect for cognates but not for non-cognates. For high-proficiency and near-native bilinguals, there was a priming effect for both cognates and non-cognates. The findings are examined in terms of previous research and theory concerning bilingual storage of vocabulary. (MSE)

ED 397 671 FL 023 996

Skutnabb-Kangas, Tove, Ed.; Phillipson, Robert, Ed.
Linguistic Human Rights: Overcoming Linguistic Discrimination.
PUB DATE- 95
NOTE- 484p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)

DESCRIPTORS- Bilingual Education; *Civil Liberties; Classification; Democratic Values; Educationally Disadvantaged; Educational Policy; Foreign Countries; *Immigrants; *Indigenous Populations; Kashmiri; Language Attitudes; *Language Maintenance; Language Planning; *Language Role; Legislation; Maori; Maori (People); Minority Groups; Multilingualism; *Public Policy; Uncommonly Taught Languages

IDENTIFIERS- Africa; Australia; Estonia; Finland; Kurds; Lappish; Lapps; Latin America; Lebanon; New Zealand; Russia; United States; USSR

A collection of essays on linguistic human rights includes: "Combining Immigrant and Autochthonous Language Rights: A Territorial Approach to Multilingualism" (Francois Grin); "On the Limits of Ethnolinguistic Democracy" (Joshua A. Fishman); "Linguistic Human Rights and Educational Policy in Russia" (Alexei A. Leontiev); "Linguistic Human Rights, Past and Present" (Tove Skutnabb-Kangas, Robert Phillipson); "Typology of Language Legislation" (Joseph-G. Turi); "Personal Names and Human Rights" (Bjorn H. Jernudd); "Language Policy in the United States: A History of Cultural Genocide" (Eduardo Hernandez-Chavez); "The Discourse of Disinformation: The Debate on Bilingual Education and Language Rights in the United States" (Jim Cummins); "Beyond Linguistic Policy: The Soviet Union versus Estonia" (Mart Rannut); "Maori Language Rights in New Zealand" (Timoti S. Karetu); "The Sami Language Act" (Ole Henrik Magga); "Australia's Language Policies and Minority Rights: A Core Value Perspective" (J. J. Smolicz); "Combating Educational Disadvantage Among Lebanese Australian Children"

Scientific Palatography: A Comparison of English and Japanese Palatal Consonants by Dynamic Electropalatography" (Tsutomu Oyabu, Richard L. Dusek, Mitsuaki Yoshinaga, and Sadahiko Ikeura); "A Study in the Adequacy of Data for Strategy Analyses in Spoken Discourse" (E. Berendt and H. Takahashi); "The Use of Aspect in Papua New Guinea English" (Anne-Marie Smith); "Language Attitudes and the Social Order in Hong Kong after 1997" (Gail Schaefer Fu and Pui-to Lu); "A Proposed Descriptive Framework for the Pragmatic Meanings of the Particle "la" in Colloquial Singaporean English" (Loke Kit-Ker and Johna Low Mei-Yin); "Working for an English Syllabus for Senior English Majors in China's Tertiary Institutions" (Hu Zhuanglin); "Interpretation of Anaphora in English and Japanese in Sentences with Prepositional Phrases" (Shuzo Yamanaka); "On Japanese Onomatopoeia: A Functional Approach" (Hisao Kakehi); "English-Chinese Code Switching of Primary School Children in Singapore" (Kay Cheng Soh); "A Comparative Discourse Analysis of English and Japanese" (Makoto Oshima); and "On the Acquisitional Strategies of Complex Sentence Formation: Examples from Japanese and English Speaking Children" (Katsutoshi Ito). (Each chapter contains references.) (NAV)

ED 397 691 FL 024 018

Huddleston, Rodney
English Grammar in School Textbooks: Towards a Consistent
Linguistic Alternative. Occasional Papers Number 11.
PUB DATE- 89
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *English; Foreign Countries; *Grammatical Acceptability; Instructional Materials; Language Usage; *Structural Grammar; Teaching Methods; *Textbook Evaluation; *Traditional Grammar
IDENTIFIERS- *Australia

This report offers a critique, from a linguistic viewpoint of the approach to grammatical description and prescription found in commonly used Australian school textbooks in 1987. Attention was directed solely towards grammatical content. A review of 41 primary and secondary level texts was conducted. All texts were published in Australia, and all appeared during the years 1979-1987. The selection was made to ensure thorough and representative coverage of the traditional approach of grammar study in Australia. Findings revealed that the great majority of texts showed no awareness of the principles and practice of modern linguistics, and their content was dated by 50 years. A more structural approach is offered that overcomes the shortcomings of these more traditional grammars without losing sight of the many valid and important insights of the traditional versions. A brief overview is provided for teachers and students of the main aspects of English that need to receive additional emphasis for better understanding of the English language. Prescriptive and descriptive grammars are defined as are the grammatical categories of verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. A glossary of grammar terms is appended. (Contains 28 references.) (NAV)

ED 397 692 FL 024 019

Siegel, Jeff, Ed.

personality development, college campus experience of academic and social integration, and use of information available on campus was established. The issues examined were the significance of perceptions of market variables, the use and acquisition of information for choice of major, and the timing of choice decisions. A mail survey was conducted of college juniors and seniors attending a comprehensive research university; 573 students responded. The dependent variable was student choice of any of eight majors. The main independent variables were student perceptions of labor market variables such as salary, job opportunities, job advancement, and other variables. Other aspects investigated in relation to choice of major were effects of socioeconomic background, gender, and race; student intent to achieve the degree and continue for graduate studies; use of information in selecting the major; and timing of students' final decisions regarding majors. The study found that labor market perceptions combined with different personality orientations accounted for 77.5 percent of the total variance in student choice of majors. Nineteen tables containing details of factors analyzed are included. (Contains 7 figures and 36 references.) (CK)

ED 397 709   HE 029 309

Hechter, Frank J.; Torchia, Mark G.
Influences on the Academic Achievement of Undergraduate Dental Students. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attribution Theory; Career Choice; *Dental Students; Foreign Countries; Higher Education; *Intellectual Development; *Interpersonal Relationship; *Locus of Control; Models; Questionnaires; *Student Educational Objectives; Student Motivation
IDENTIFIERS- *AIR Forum; Canada

This study, conducted at a major western Canadian university, examined the relation between the academic growth and development of dental students and perceived control, a personalogical variable; and academic and social institutional integration variables. Two questionnaires with an academic focus were administered to 67 students. The theoretical model developed contained three perceived control variables, two measures to evaluate academic goals and career commitment, seven measures of academic integration, three measures of social integration, and one measure of academic outcome. Results indicated that students who assumed personal responsibility for their academic performance reported more academic growth and development, that students more actively involved in the learning process and more stimulated academically reported higher levels of academic growth, and that favorable interactions with peers positively affected academic growth. Results support the collective importance of the perceived control variable, which in combination with academic and social integration variables contributed substantially and positively to students' reported academic growth. (Contains 40 references.) (Author/CK)

ED 397 710   HE 029 310

the test. Certain subgroups (males, non-whites, nursing majors, community college transfers, and students entering as transfers) consistently performed less well on both test parts. Scores on standardized tests, letter grades in English department courses, and age were consistently high predictors of success on the test. (Contains 16 references.) (Author/MSE)

ED 397 728 HE 029 328

Davis, Sandra L.; Chamberlin, Gary D.
The Satisfaction Level of Faculty and Administrators Following Planned and Unplanned Budget Reductions. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Budgeting; College Administration; College Faculty; *College Planning; *Faculty College Relationship; Financial Problems; Fiscal Capacity; Higher Education; Institutional Research; *Job Satisfaction; Organizational Communication; Resource Allocation; *Retrenchment; School Surveys; State Universities; *Teacher Attitudes
IDENTIFIERS- *AIR Forum

Faculty (n=484) and administrators (n=189) at five public comprehensive universities that had experienced annual budget reductions of at least 10 percent were surveyed concerning their job satisfaction and reactions to the reduction process. Three institutions were identified as having used unplanned approaches, and two used planned approaches. Descriptive and inferential statistics were used and the data analyzed from six interactions of two population sets: faculty and administrators and planned and unplanned institutions. Analysis of satisfaction indicators showed that faculty, administrators, planned, and unplanned populations were generally satisfied with their jobs. The differences were in satisfaction with the process used to reduce the budget, especially between faculty and administrators, and not between institutions implementing planned and unplanned approaches. There was agreement between faculty and administrators on some essential budget reduction strategies and disagreement on others. Both groups generally agreed on the most desirable organizational approach to making budget reductions. Major differences were found on whether communication was adequate during the budget reduction process; administrators were much more satisfied with the communication provided. Faculty were more critical of communication at planned than unplanned institutions. (Contains 15 references.) (Author/MSE)

ED 397 729 HE 029 329

Negron-Morales, Patricia; And Others
Good Practices in Undergraduate Education from the Students' and Faculty's View: Consensus or Disagreement. AIR 1996 Annual Forum Paper.
PUB DATE- 7 May 96
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

faculty development focus on teaching and learning delivery systems. Institutional research is seen to be the obvious partner of faculty in developing good surveys and research strategies in learning outcomes. Contains one table and seven references. (DB)

ED 397 746 HE 029 346

Sharma, Raj; And Others
Financial Planning in Australian Universities. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; *Educational Finance; *Financial Policy; Foreign Countries; Higher Education; Long Range Planning; Models; *Resource Allocation; Self Evaluation (Groups); Universities
IDENTIFIERS- *AIR Forum; *Australia

This paper describes resource allocation in Australian universities including the broader context of national restructuring and a case study of one university's attempt to restructure resource allocation within the university. The 1987 restructuring of the Australian system from a binary system to a unified national system and the associated development of a funding mechanism focused on performance based funding, competition of institutions for funds, and diversification of funding sources are explained. The case study shows how one university utilized a Resource Allocation Working Party to review allocation of financial resources to organizational units. The Working Party identified principles for establishing best practices in resource allocation, identified criteria for assessing alternative resource allocation models, and developed its own resource allocation model. The model gives priority to the basic university functions of teaching and research, sets aside a proportion of its operating grants for minor works and equipment acquisitions, and allocates funds for university wide fixed costs. Forces affecting resource allocation at Australian universities which promise to have a future impact include the decreased real level of funding and the increased need to diversify funding away from government sources. Appended is a graphic illustration of the model developed by the case study university. (DB)

ED 397 747 HE 029 347

la Grange, AC de W
Investment Budgeting as a Tool for Quality Management in the School. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Ibarra, Robert A.
Enhancing the Minority Presence in Graduate Education VII: Latino Experiences in Graduate Education: Implications for Change. A Preliminary Report.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Change Strategies; College Applicants; *Cultural Differences; Cultural Traits; Educational Attitudes; Educational Change; Ethnography; Family Influence; *Graduate Students; *Graduate Study; Higher Education; *Hispanic Americans; Minority Groups; *Sex Differences; *Student Adjustment; Student Experience
IDENTIFIERS- Council of Graduate Schools

The cultural and gender factors affecting the experience of Latino/Latina graduate students in the United States are examined. An introductory section offers background information on Latino participation in higher education, drawing on some recent literature, and on the Council of Graduate Schools' Latino Project, a qualitative ethnographic study to explore the current status of Latinos in graduate study and their experiences as graduate students. Data were drawn from semi-structured interviews with Latino administrators (n=12), faculty (n=23), graduate students (n=31), and non-academics (n=11) representing a cross-section of ethnicity, national origin, gender, generation, region, and institution type. Results are summarized in terms of the personal backgrounds, ethnicity, family, and education of respondents. Also discussed are the nuances of ethnicity and national origin, impact of family on higher education, and preconditioning for graduate education. A subsequent section presents results concerning respondents' graduate student experience, including their motivation, the application process, the adjustment process, and student transitions and completion of graduate study. Advice and recommendations are then offered for enhancing the graduate experiences for Latino students, including students' advice to other students. A list of the institutions attended by the respondents is appended. (Contains 27 references.) (MSE)

ED 397 765 HE 029 367

Grandy, Jerilee; Greiner, Mark
Academic Preparation of Master of Divinity Candidates. ETS Occasional Report.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Awards; *College Applicants; *Enrollment Influences; Financial Needs; Grades (Scholastic); Graduate Study; Higher Education; Majors (Students); *Masters Degrees; Scores; Service Learning; Sex Differences; Standardized Tests; Student Characteristics; Student Financial Aid; *Theological Education
IDENTIFIERS- *Community Service; Graduate Record Examinations

The report provides an overview of the academic preparation of a sample of prospective candidates for the ministry. Data were drawn from the records of approximately 12,000 students taking the Graduate Record Examinations (GRE) from 1981-1988. It was an undergraduate computer education class in a large Midwestern university volunteered to participate in individual interviews. During the interview, a preconceptions questionnaire was used to evoke students' perceptions of the ease of learning from books, television, and interactive video. There were three questions for each learning domain (intellectual, verbal, psychomotor, and attitudes). Television was rated as significantly easier than computers and books for learning attitude skills. Although computers were rated as slightly easier than television for the learning of intellectual skills, the difference was not significant: both media were rated as significantly easier than books in the learning of intellectual skills. Television was rated as the easiest medium from which to learn psychomotor skills and students perceived it to be easier to learn verbal information from computers and books than from television. Contains 16 references. (AEF)

ED 397 783 IR 017 971

Cennamo, Katherine; Braunlich, Elizabeth
The Effects of Relevance on Mental Effort.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Desktop Publishing; Higher Education; Instructional Materials; Learning Motivation; *Media Selection; Printed Materials; Questionnaires; Reaction Time; *Relevance (Education); *Student Motivation; Time on Task; Videotape Recordings

According to Keller's Model of Motivation, one technique for increasing learners' motivation, and thus their mental effort, involves increasing the personal relevance of the material. When instruction is perceived as relevant, learners perceive that important personal needs are being met by the learning situation. The purpose of this study was to manipulate the degree of relevance present in both a videotaped and print version of a lesson to determine whether increasing the relevance of a lesson increases the amount of material effort invested. Students enrolled in a sophomore level education course at a large Midwestern university were invited to participate in a two-hour lesson on desktop publishing. Instructional materials consisted of four lessons: (1) a "standard" video on desktop publishing; (2) a motivationally enhanced videotape; (3) a text version of the standard lesson; and (4) a text version of the motivationally enhanced lesson. Assessment measures consisted of a self-report questionnaire, a computer program that measured response rates, and a posttest. Findings were consistent with the results of previous studies conducted with elementary and middle school students. Participants reported in the questionnaire that they invested more mental effort in learning from print versions of the lessons than in video-based versions. The students who received the video-based lesson had significantly longer reaction times to the secondary task measure. (Contains 26 references.) (AEF)

ED 397 784 IR 017 972

Chen, Ming-Pu; And Others

certification information, or departmental video productions could be made widely available. Procedures involved creating a design flow chart, collecting "raw materials," photo scanning, video capture and editing, and creation of a master and multiple copies for dissemination of information to potential students who have indicated an interest in graduate and certification programs at East Texas State University. Planned dissemination, user feedback analysis, and hardware and software are discussed. (AEF)

ED 397 802 IR 017 990

Jones, Elizabeth E. K.; And Others
The Effects of Matching Learner Preference for Instructional Method on Achievement and Attitude.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cooperative Learning; *Group Activities; Group Dynamics; *Grouping (Instructional Purposes); High Schools; Individual Activities; Interaction; Interpersonal Competence; *Predictor Variables; Social Behavior; Student Attitudes; *Student Behavior; Student Surveys
IDENTIFIERS- *Student Preferences

The purpose of this study was to compare the effects of assigning students to a version of an instructional program (cooperative learning version or individual version) that either matched or did not match their pre-assessed preferences for cooperative and individual learning. Students' preferences for cooperative and individual learning were assessed by survey two weeks prior to instruction. Subjects were 135 students enrolled in an urban southwestern high school. Data from 104 students was used in the analyses. All students were given instruction on how to work cooperatively, and directions to facilitate cooperative learning were incorporated into the cooperative learning version of the instructional program. Results indicate that a preference for group work did not predict better performance under group work. Rather, the data on interactions and off-task behaviors suggest that it is a predictor of desire to interact with others or sociability. Analysis of time spent in the program also seems to support the idea that the preference for group work measure was more a predictor of sociability than performance. The results raise the possibility that students' sociability may influence the effectiveness and efficiency of cooperative learning as an instructional treatment for them. Four tables show results. (Contains 18 references.) (AEF)

ED 397 803 IR 017 991

Kao, Michelle T.; And Others
Scaffolding in Hypermedia Assisted Instruction: An Example of Integration.
PUB DATE- 96
NOTE- 22p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English

military instruction along with lessons important for planning any VTT project. The costs of VTT programs, typically higher than for other modes of training, depend on a number of factors including the technology used, extensiveness of the course design and/or reconfiguration effort, the number of support personnel required, the length of the training program, and amount of staff training required. The benefits that may accrue from quality distance education programs include improved instruction, broader access to training, delivering instruction in a variety of settings, and less travel by course participants. Just like good classroom instruction, good distance education programs are highly dependent on good planning (instructional systems design), good instruction (presentation), and good organization and management. Two tables are included: Pretest and Posttest Performance Data, and Selected Student Ratings of Instructional Methods, Interactivity, and Course Characteristics. (Contains 25 references.) (SWC)

ED 397 820 IR 018 008

Maxwell, Randy C.; Jost, Karen L.
The Relationship between the Training Function and ISO-9000 Registration.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Case Studies; *Certification; Cost Effectiveness; Industrial Training; Information Technology; Management Teams; Organizational Change; Performance Factors; *Quality Control; Resistance to Change; Skill Development; *Standards; *Training Objectives
IDENTIFIERS- Consensus; *ISO 9000; Multinational Corporations; Technology Role

ISO 9000 is one of a series of international standards providing guidelines and governing quality of products and services. The ISO 9000 certification demonstrates the capability of a supplier to control the processes that determine the acceptability of the product or service being supplied. This paper focuses on the training aspects of ISO 9000 Quality registration by reporting on an application and case study in a global organization that successfully achieved ISO 9000 Quality registration. The training system must communicate the ISO requirements to all levels of the organization and also aid performance improvement to maintain quality standards and continually improve the quality processes. The report is subdivided into the following sections: (1) ISO 9000 Overview; (2) ISO 9000 Requirements; (3) Training Requirements; (4) Case Study; (5) Role of Information Technology; and (6) Reducing Costs. The case study describes organization-wide resistance to change and how it was overcome, the formation and activities of managerial teams, and the compilation of the quality manual that is the basis for the certification audit. The benefits of the ISO certification become more apparent after certification. Achieving the standard in organizations is an indication that information flow and training are greatly improved. Implementation of the ISO standard may bring productivity improvement, a decrease in the manager/employee ratio as a

Experience; Instructional Effectiveness; *Internet; *Learning
Activities; Nontraditional Education; Teacher Role; Teaching
Methods
IDENTIFIERS- *Collaborative Learning

Classroom teachers have long used group activities as part of their repertoire of teaching techniques. Personalities, goals, the group dynamic, the teacher's level of supervision, and other factors play a role in the efficacy of student collaboration. This paper describes five cooperative learning techniques: student teams-achievement divisions; teams-games-tournament; jigsaw; group investigation; and learning together. It then discusses student team learning, cooperative learning outcomes, and computer-mediated cooperative learning. Ten associated figures (included in Appendix C of IR 017 960) are then described. (Contains 14 references.) (AEF)

ED 397 837 IR 018 025

Seels, Barbara; And Others
Integrated Research on Learning from Television.
PUB DATE- 96
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Beliefs; Cognitive Processes; Comparative Analysis; Critical Viewing; Educational Technology; *Educational Television; Family Attitudes; Learning Activities; *Literature Reviews; *Mass Media; *Media Research; Programming (Broadcast); Research Methodology; Student Behavior; Teaching Methods; Television Viewing
IDENTIFIERS- Professional Literature

This paper summarizes an integrated research study which was conducted of the literature on learning from mass media and instructional television. The body of literature reviewed encompasses 17,500 citations from the Educational Resources Information Clearinghouse (ERIC) and 1,882 citations from Psychological Abstracts. Major research areas identified were: message design and cognitive processing; school achievement; family viewing context; attitudes, beliefs, behaviors; programming and utilization; and critical viewing skills. An analysis and interpretation was done for each area. In analyzing the study as a whole, the paper compares: (1) research-based conclusions with general misconceptions; (2) research areas with specific variables addressed throughout the research; (3) identified dominant research methodologies in the various research areas; and (4) the relationship of instructional technology practitioners to applications of the research on learning from television. (SWC)

ED 397 838 IR 018 026

Seels, Barbara; And Others
A Conceptual Framework and Procedure for Message Design.
PUB DATE- 96
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.

service transactions and development transactions, support of electronic information networks, allied operations, staff, and income and expenditures. Data is also collected on STLA services to public, academic, school, and special libraries, and to library systems. (Author/SWC)

ED 397 854 IR 055 948

Lewis, Marjorie, Ed.
Outstanding Books for the College Bound: Choices for a Generation.
PUB DATE- 96
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; College Bound Students; *College Preparation; High Schools; Instructional Materials; Literary Genres; Literature Appreciation; *Reading Material Selection; Selection Tools

Since 1959 the Young Adult Library Services Association's (YALSA) Outstanding Books for the College Bound committees have debated and selected both classic and contemporary book titles for recommended reading lists of books for young adults who are planning to continue their education beyond high school. This book presents their cumulative recommendations. Part 1 has a list of over 1,000 books organized by genre with entries including book title, author, publication date, the year(s) the book was selected to be on the Outstanding Books for the College Bound (OBCB) list, and a brief annotation. Part 2 organizes the books by year chosen for inclusion in the OBCB lists, placing the selections in historical context. The selections are a starting point from which young adult readers may cull a personal reading list, teachers may find ideas for expanding their curricula, and parents, recognizing titles they once read, may find bridges of discussion and debate between the generations. Contains author and title indexes. (Author/SWC)

ED 397 855 IR 055 949

Monks, Merri M.; Pistolis, Donna Reidy
Hit List: Frequently Challenged Books for Young Adults.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Authors; Awards; Book Reviews; *Books; *Censorship; Intellectual Freedom; Moral Issues; Novels; Puberty; Reading Materials; Secondary Education
IDENTIFIERS- Book Awards

This book presents descriptions of 26 young adult titles that have been frequent targets of censorship attempts. Each entry provides an annotation for the book in question; examples of recent challenges; citations to reviews of the book and background articles; a list of awards garnered by the book or its author; references about the author; sources recommending the book; and audiovisual resources. The following books are included: "The Adventures of Huckleberry Finn" (Mark Twain); "Annie on My Mind" (Nancy Garden); "The Arizona Kid" (Ron Koertge); "The Autobiography of Malcolm X: As Told to Alex Haley" (Malcolm X and Alex Haley); "The Catcher in the Rye" (J.D. Salinger); "The Chocolate War" (Robert Cormier); "Christine" (Stephen King); "The Clan of the Cave Bear" (Jean Auel); "The Color Purple" (Alice Walker); "A Day No Pigs Would

IDENTIFIERS- *Brookdale Community College NJ

The Speech Department at New Jersey's Brookdale Community College conducted a study to determine if cooperative learning strategies could be effectively incorporated into a basic public speaking course to enhance student outcomes. The course was revised by reducing the number of speech performances and adding cooperative learning experiences. Instruction in the course became less teacher-directed as students taught each other through the completion of group assignments. In addition, the grading procedure was redesigned to encourage student participation in the cooperative learning activities, awarding points non-qualitatively for the completion of assignments. To determine the effectiveness of the revised course, questionnaires were distributed to instructors and students in the course in winter 1996, specifically asking teachers to rate the extent that expected benefits of the new format had been achieved and students to rate the cooperative learning strategies used. Responses were received from 151 of 369 enrolled students and all 9 instructors teaching course sections. For teachers, none of the anticipated benefits were felt to have significantly accrued, while elements resulting in slight benefits included increased student problem-solving skills, ability to work in groups, and grades. Students, however, repeatedly mentioned the reduction of performance anxiety as a benefit of participating in cooperative learning groups. The survey instruments are appended. Contains 11 references. (TGI)

ED 397 874 JC 960 468

Kalata, Pat
Generational Clash in the Academy: Whose Culture Is It Anyway?
PUB DATE- Jun 96
NOTE- 18p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Critical Thinking; Educational Strategies; *Generation Gap; Higher Education; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Teacher Student Relationship
IDENTIFIERS- *Generation X

While faculty may believe that the purpose of a college education is to pass information on, teach social skills, and improve the individual and society, there can be a clash of ideals when speaking about education to 18- to 29-year old Generation X students. Rather than viewing college as a door to the world of ideas, these students more often want to major in nursing or computer science to be able to find a job. This generation is also more likely to be peer dominated, since the trend toward single parents or two working parents has meant that they started group experiences in day care at early ages and have few older role models. They often have different expectations than teachers, as well, with a 1989 study finding that 75 percent of college students cited being very well off financial as their goal and 72 percent hoping to make more money. These students concern for security is also evidenced in the fact only 1 in 25 major in Liberal Arts. To reach out to Generation X students, Liberal Arts teachers should show how assignments reflect skills needed in the "real world," such as critical thinking and problem solving. In addition, incorporating

PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Associate Degrees; Community Colleges; *Computer Assisted Instruction; *Course Organization; *Distance Education; Educational Technology; Educational Television; Electronic Mail; *Program Descriptions; Program Design; School Policy; *Telecourses; Two Year Colleges
IDENTIFIERS- *Florida Community College at Jacksonville

Initiated in 1980 with two telecourses on educational access television, the distance education (DE) program at Florida Community College at Jacksonville (FCCJ) currently includes over 35 credit and continuing education telecourses, 160 teleconferences downlinked annually, community forums on public television, and award winning educational television series. All the requirements for an associate in arts degree can be fulfilled via telecourses, except for a 3 credit hour speech and a 1 credit hour laboratory class, while the number of college credit students taking telecourses has increased from 3,976 in 1989-90 to 6,012 in 1994-95. The college also offers computer-based courses, mailing students electronic bulletin board software allowing them to access course materials, participate in discussions, and post assignments. DE at the college is a collaborative effort by the assistant instructional dean, answering to the president of FCCJ's Open Campus; the telecourse office; and the television production unit, handling all technical aspects of telecourse production and delivery. Faculty, who teach telecourses as part of their regular workload, are responsible for the academic and instructional integrity of courses. The same examinations and grading procedures are used for DE and on-site courses, while students can choose to take exams on campus or at four testing locations administered by the telecourse office. Finally, FCCJ has participated in cutting-edge DE projects, such as a 1991-93 Department of Defense initiative to deliver military occupational training via video courses. (BCY)

ED 397 893 JC 960 495

Minich, Eleanor L.
Using Student Feedback To Improve Distance Education.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; *Distance Education; *Dropout Research; Electronic Mail; Participant Satisfaction; *Program Evaluation; Program Improvement; *Student Attitudes; *Telecourses; Two Year Colleges; Two Year College Students; Withdrawal (Education)

Florida Community College at Jacksonville (FCCJ) enrolls over 6,300 students annually in college-credit telecourses and computer-based courses. At the midpoint of each term, all students who have withdrawn from a distance education course are surveyed regarding their reasons for withdrawing and their perceptions of possible improvements. In winter 1995, 355 of the 2,220 students enrolled in telecourses withdrew and were surveyed. Responses, received from 18% (n=65), revealed that 68% had not participated in the course after attending an on-campus orientation and that 69% cited personal reasons outside

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Followup Studies; Graduate Surveys; *Nurses Aides; *Nursing Education; Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Salaries; *Student Educational Objectives; Two Year Colleges; *Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of an evaluation of the effectiveness of its Certified Nursing Assistant Program, William Rainey Harper College (WRHC), in Illinois, conducted a follow-up study of program graduates from 1990-95. Surveys were mailed to 378 graduates to determine their employment situation, their evaluation of how beneficial their education was, and the degree to which they were continuing their education. Study findings, based on responses from 91 graduates, included the following: (1) 49.4 percent of respondents were working full-time, 36.3 percent were working part-time, and only 2.2 percent were unwillingly unemployed; (2) 65 percent were working in jobs closely related to their education; (3) when graduates began working, their mean annual full-time salary was $18,000, while their current mean salary was $20,900; (4) in general, graduates were highly satisfied with both the program and their fulfillment of course objectives; (5) 97.6 percent rated their present job performance as above average or excellent; and (5) 53.6% of the graduates expressed a need for continuing education, while 65 percent had already continued their education by enhancing their skills as a Nursing Assistant and 8 percent had worked towards becoming registered nurses. The survey instrument is appended. (TGI)

ED 397 913 JC 960 522

Lucas, John A.; Miller, William
Follow-Up Study of Former Students in Geography, History and Political Science, 1990-1995. Volume XXIV, Number 20.
PUB DATE- Jun 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Community Colleges; *Course Evaluation; *Geography Instruction; *History Instruction; Instructional Effectiveness; Participant Satisfaction; *Political Science; *Student Attitudes; Student Educational Objectives; Transfer Students; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

As part of a review of the Geography, History, and Political Science department, William Rainey Harper College (WRHC), in Illinois, conducted a study of students who had enrolled in three or more courses in the department from 1990 to 1995 and who were not enrolled in fall 1995. Questionnaires were sent to a random sample of 300 students, requesting information on their reasons for enrolling, perceptions of the learning environment in the courses, and present educational status. Study findings, based on responses from 93 students, included the following: (1) 71 percent of the students indicated that they had enrolled in the courses to satisfy a general education requirement for a bachelor's or associate degree, while 20 percent had enrolled to help build a major or a minor; (2)

EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Home Programs; *Home Schooling; *Nontraditional Education; *Parents as Teachers; Periodicals; *Private Education; School Attendance Legislation
IDENTIFIERS- *Australia

This document consists of 10 issues of "Australian Homeschool Journal" extrinsic across about a year and a half. This bimonthly serial offers a variety of news, information, and advice for parents who are providing schooling for their children at home. Issues usually contain: (1) articles or reprints of articles from other sources; (2) interviews; (3) resource information; (4) news; (5) announcements of homeschooling workshops, seminars, conferences, or meetings; (6) lists of support groups, newsletters, and organizations; (7) letters to the editor; and (8) editorials. The homeschooling information usually falls into the areas of legal and legislative news and issues, practical issues, educational issues, and family issues. (TJQ)

ED 397 932 PS 022 342

O'Connor, Susan; And Others
ASQ Program Observation Instrument: A Tool for Assessing School-Age Child Care Quality.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; *Day Care; *Educational Environment; Elementary Education; *Evaluation Criteria; *Evaluation Methods; Learning Activities; Nutrition; Outdoor Education; Performance Factors; Program Evaluation; *School Age Day Care
IDENTIFIERS- *Quality Indicators

ASQ (Assessing School-Aged Child Care Quality) is a system for determining the quality of school-age child care programs. The ASQ Program Observation Instrument is a ten-step, self assessment process to guide program improvement. This instrument does not work well in full-day programs that have a single focus, but works well in programs that offer a variety of activity choices. The ASQ Program Observation instrument is designed to help collect information about program quality. The Program Observation includes 21 items organized under five categories: human relationships, indoor environment, outdoor environment, activities, and safety, health, and nutrition. Each of the 21 items uses a 0-3 rating scale. Step-by-step guidance is provided on conducting the observation. In addition, suggestions are given on the use of the Program Observation Instrument in research, with a brief description of the study and major findings of a field-test conducted in Massachusetts and North Carolina. (MOK)

ED 397 933 PS 023 688

Dombro, Amy, Comp.
Selected Initiatives To Improve the Quality of Family Child Care.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Involvement; Day Care; *Family Day Care;

*Intervention; Outreach Programs; Parent Participation; Preschool Education; *Program Improvement; Social Services; *Substance Abuse
IDENTIFIERS- *Project Head Start; Special Needs Children

The manual contains technical assistance, information, and suggested strategies for staff who work with children enrolled in Head Start who are affected by substance abuse. The information is intended to bring about change and improvement in the developmental potential of these children. Chapter 1 presents general information on children affected by substance abuse; the impact on their behavior; developmental and educational possibilities; and how the Head Start model lends itself to supporting these children. Chapter 2 highlights effective strategies for improving services, including (1) seven recommended interventions; (2) steps to modify local programs; (3) examples of innovations by local Head Start programs; (4) suggestions for building links among educators, family services, parents, and staff; (5) ways Head Start staff can establish these links; and (6) suggestions for parental and caregiver involvement. Chapter 3 describes techniques to improve program support by facilitating program transitions, training in substance abuse issues, key issues in hiring new staff, strengthening program policies, and finding community partners to support at-risk children. Chapter 4 discusses priorities for resource allocation and tools to use in analyzing the investment needed to implement recommended strategies. Seven exhibits provide checklists and worksheets for management team utilization. (SD)

ED 397 952 PS 024 285

Head Start Facilities Manual.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Feb 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; Compliance (Legal); *Educational Facilities; Educational Finance; Facility Expansion; Facility Guidelines; *Facility Planning; Facility Requirements; Federal Regulation; Financial Support; Legal Problems; *Physical Environment; Preschool Education; Program Budgeting; Program Evaluation; Standards; Worksheets
IDENTIFIERS- *Project Head Start

A quality Head Start facility should provide a physical environment responsive both to the needs of the children and families served and to the needs of staff, volunteers, and community agencies that share space with Head Start. This manual is a tool for Head Start grantees and delegate agencies for assessing existing facilities, making improvements, and securing space for expansion. The manual is primarily designed for use by the Head Start director, the grantee's executive director, financial officer, and other persons directly involved in facilities planning and development. Chapters are: (1) "Assessing Head Start Facilities"; (2) "Understanding Head Start Compliance Issues," including meeting performance, legal, and accessibility standards and requirements; (3) "Designing Head Start Facilities," including classrooms, play areas, administrative space, kitchens, bathrooms, buildings and

Growing Up in Europe: Contemporary Horizons in Childhood and Youth Studies.
PUB DATE- 95
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Children; Communism; *Cultural Context; Cultural Influences; *Cultural Interrelationships; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Individual Development; Policy Formation; *Research Needs; *Social Change; Youth
IDENTIFIERS- *Europe; European Community

Noting the need for further development of transnational and intercultural childhood and youth research communities of discourse in response to an emerging unified Europe, this volume presents the topics raised at the international conference "Growing Up in Europe" held at the University of Halle-Wittenberg in 1994. Following two introductory chapters (Qvortrup, Chisholm) which describe and critically evaluate European childhood and youth research as a new field of social research, the articles are: (1) "The Value Orientations of Young Europeans" (Cavalli); (2) "Growing Up in Three European Regions" (Buchner and others); (3) "Young People and Employment in the European Community" (Lagree); (4) "Growing Up in Twelve Cities: The Families in which Pupils Live" (Steiner); (5) "The Cultural Modernisation of Childhood" (Zinnecker); (6) "Growing Up in Southern Italy" (Leccardi); (7) "Modern Childhood in the Nordic Countries" (Dencik); (8) "Childhood, Family and New Ways of Life: The Case of Sweden" (Nasman); (9) "Changing Family Transitions: Young People and New Ways of Life in France" (Galland); (10) "From School to Work in a Transitional Society: Changing Patterns in Russia" (Koklyagina); (11) "Gender Segregation in the Estonian Labour Market" (Voormann); (12) "Growing Up and Social Change in Slovenia" (Ule); (13) "Young Londoners' Accounts of 'Race' and Nation" (Phoenix); (14) "Political-Moral Attitudes amongst Young People in Post-Communist Hungary" (Toth); (15) "Growing Up on the EU-Periphery: Portugal (Pais); "(16) "Gendered Youth Transitions in Northern Greece" (Deliyannis-Kouimtzi and Ziogou); (17) "Contradictions of Modern Childhood Within and Outside School" (Preuss-Lausitz); (18) "Youth Culture in Transition to Post-Modernity: Finland" (Lahteenmaa); (19) "Childhood and Poverty: From the Children's Point of View" (Saporiti); (20) "Rumanian Childhood and Youth Research and Policy in Transition" (Minulescu); (21) "Young People and Social Transformation: Associative Life in Post-Communist and Independent Slovakia" (Machacek); and (22) "The Politics of Childhood, Children's Rights and the UN Convention: (Sunker). The volume also includes statements made to initiate a public forum debate which concluded the conference: (1) "Challenges for Childhood and Youth Policy in European Context" (du Bois-Reymond); (2) "Perspectives for Child and Youth Oriented Policy in the FRG (Karsten); (3) "On the Young Generation's Situation in the Transformation of Czech Society" (Dubsky); (4) "Problems and Challenges in Developing European Youth Policies (Chisholm); and (5) "Youth Policy in the European Union" (Sellin). Contains approximately 440 references. (EV)

ED 397 971 PS 024 403

How Can We Provide Safe Playgrounds? = Como podemos proveer lugares con juegos infantiles que no sean peligrosos para los ninos?

theoretical framework for the study and education of young children at risk for failing at formal schooling. Chapter 1, "Contemporary Children and Risk," provides a demographic snapshot of the realities of children's lives and introduces formal concepts regarding risk and risk research. Chapter 2, "The Discourse on Risk and Early Schooling," discusses the political discourse, the readiness debate, and Piagetian theory. Chapter 3, "The Invidious Triangle," critiques theoretical models locating risk in children, families, or schools. Chapter 4, "A New Lens: The Contextual Systems Model," discusses the relationship between children, families, and schooling, and presents a framework grounded in systems theory. Chapter 5, "General Systems Approaches to Understanding Early Schooling and Risk," formally introduces GST concepts and presents examples relating these concepts to problems in educating at-risk children. Chapter 6, "The Child as a Developing System," focuses on the child from birth to 8 years and applies GST concepts to development. Chapter 7, "Life Hazards Contributing to Educational Risk," details contextual influences on development, including poverty, social insularity, unemployment, household organization and stimulation, child maltreatment, parental psychiatric distress, and peer rejection. Chapter 8, "What Do High-Risk Children Come To?," describes contemporary schooling as a context for development which may enhance or intensify risk. Chapter 9, "Conversations between Children and Schools," addresses educational problems and implications for practice, policy, and research. Three case studies are presented to ground the theoretical concepts in real-life experiences of children. Contains 276 references. (KDFB)

ED 397 988 PS 024 493

Safris, Richard
The Winning Edge: Tips for Creative Problem-Solving Teams.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creativity; Early Adolescents; Extracurricular Activities; *Intermediate Grades; Junior High Schools; Middle Schools; Motivation; Preadolescents; *Problem Solving; *Team Training; Teamwork
IDENTIFIERS- *Coaching; Creative Problem Solving; Olympics of the Mind

Intended for coaches of school competitive problem-solving teams, this publication details 70 suggestions for building, motivating, and training problem-solving teams in grades 4 to 8. The tips cover a range of topics related to preparing for competition, the competition itself, and post-competition. The pre-competition suggestions include: (1) selecting the team; (2) developing a team philosophy; (3) using all team members with a fair division of labor; (4) maintaining high levels of motivation; (5) avoiding voting; (6) developing self-reliance; (7) practicing without overpracticing; (8) taking creative risks; (9) criticizing and praising effectively; and (10) planning the performance and allowing room for error. The tips for competition include: (1) knowing the judges, playing to them, and anticipating their questions; (2) maintaining a pleasant, assertive, and professional demeanor in competition;

pair of rural schools with 65 percent needy students, a pair of rural schools with 87 percent needy students, and a triad of nonrural schools with less than 16 percent needy students. Data collection included observation in the seven schools; unstructured interviews with 50 parents, teachers, and administrators; and surveys of 670 students, 82 teachers, 632 parents, and 7 administrators. Data revealed that within each pair or triad, schools provided their students with dissimilar opportunities for achievement and success. Effective schools were characterized by high student achievement irrespective of socioeconomic status or parent involvement; low teacher turnover; faculty teamwork; high staff morale and accountability; teachers with high levels of education, experience, and commitment; strong teacher belief that children can achieve; infrequent student arguments; strong student pride and respect; student services and programs to offset effects of poverty; strong instructional leadership; and a supportive principal. Lower-achieving schools tended to display traits that are polar opposites of those above. Recommendations are offered for school improvement. Includes 51 data tables and a glossary. Appendices provide additional data on school climate scales. (SV)

ED 398 005   RC 020 634

Rees, Ruth
Twinned/Clustered Schools: Schools Sharing Resources.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Cooperative Programs; Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; Partnerships in Education; Planning; Principals; *Rural Schools; *Shared Resources and Services; *Small Schools
IDENTIFIERS- *Cluster Schools; *Ontario

This paper examines Ontario, Canada schools that share a principal and other resources. A literature review refers primarily to U.S. schools, termed clustered schools, and outlines forms of collaboration and advantages and disadvantages of clustering. A survey of 37 Ontario school districts received responses from 68 principles of 141 schools involved in sharing arrangements, called "twinning" in Ontario. The sample comprised 63 sets of two schools and 5 three-school sets; most schools were elementary schools. The survey covered types and sizes of twinned schools, administrators other than the principal, date of twinning, reasons for twinning, resources shared, advantages, disadvantages, and principals' suggestions for improving the arrangement. In keeping with the notion that twinning is motivated primarily by financial need, most twinning arrangements were begun in years marked by financial exigency. The principals felt that the main advantages of twinning were increased staff collegiality and improvement of programs through additional shared resources. These responses differ from those in a previous survey of district directors, who felt that the main advantages were cost savings and keeping small schools open. The fact that the principal is absent from the school was cited as the main disadvantage by both principals and directors. Principals deemed serious injuries. Other data describe clients, activities, types of injury or illness, primary causes of injury or illness, injury rates, injury by time of day, and reinjury profiles. The last section includes narratives describing both near-miss situations and injury-producing incidents during games and initiatives, ropes courses, rock climbing, caving, cycling, snow skiing, canoeing, whitewater paddlesports, hiking, camping, backpacking, and transportation. The appendix includes information on the incident reporting project and a copy of the incident report form. (LP)

ED 398 021 RC 020 677

Gerstein, Jackie, Ed.
Directory of Experiential Therapy and Adventure-Based Counseling Programs.
PUB DATE- 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; *At Risk Persons; Camping; Counseling; Counselor Training; *Experiential Learning; Higher Education; Intervention; Organizational Objectives; *Organizations (Groups); Outdoor Education; Program Descriptions; *Rehabilitation; Resident Camp Programs; Surveys; Therapy; Youth Programs
IDENTIFIERS- *Adventure Therapy; Association for Experiential Education

This directory lists 257 organizations with therapeutic adventure and experiential programs for special needs populations. The information was generated from a survey of members of the Association for Experiential Education. Special needs populations include youth-at-risk, persons with addictions, juvenile and adult offenders, inpatient and outpatient psychiatric patients, sexual victims and perpetrators, developmentally disabled persons, physically handicapped persons, and minority groups. The range of adventure and experiential activities include wilderness-based activities such as camping, backpacking, rock climbing, canoeing, rappelling, and rafting; residential camps; urban adventure programs; indoor and outdoor group initiatives and ropes courses; expressive arts; Native American ceremonies; farming and gardening; and environmental education. The directory lists organizations in alphabetical order and includes organization address and phone number; name of program director; number of staff members; populations served; average length of program; number of clients per year; types of experiential and adventure activities; program profiles; therapeutic goals of the program; counseling orientation and philosophy; and counseling education and training of the staff. An index lists programs by state. (LP)

ED 398 022 RC 020 678

Horwood, Bert, Ed.
Experience and the Curriculum.
PUB DATE- 95
NOTE- 310p.; For selected individual chapters, see RC 020 679-693.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project

and Empirical Evidence for Academic Achievement in Two Languages" (Kathryn J. Lindholm); "Academic Invulnerability among Mexican American Students: The Importance of Protective Resources and Appraisals" (Sylvia Alatorre Alva); and "Educational Policy and the Growing Latino Student Population: Problems and Prospects" (Pedro Reyes, Richard R. Valencia). Contains over 700 references, author profiles, and an index. (SV)

ED 398 039 RC 020 706

Gilbert, W. Sakiestewa
Bridging the Gap between High School and College: A Successful Program That Promotes Academic Success for Hopi and Navajo Students.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at a national conference titled "Retention in Education for Today's American Indian Nations" (Tucson, AZ, April 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Career Education; College Bound Students; *College Preparation; *College School Cooperation; Computer Literacy; Cooperative Programs; Disadvantaged; *Dropout Prevention; Higher Education; Hopi (Tribe); Navajo (Nation); *Parent Participation; Partnerships in Education; Rural Schools; Secondary Education; Staff Development; Study Skills; Transitional Programs
IDENTIFIERS- *Northern Arizona University

During 1988-91, the School, College, and University Partnership (SCUP) program at Northern Arizona University (NAU) provided services to disadvantaged students in seven rural high schools on or near the Navajo and Hopi reservations. Many of these students came from low-income families, lived in geographically isolated locations, and attended schools with limited resources. SCUP helped students develop the academic skills needed for higher education and provided support for the school-college transition. Based on partnerships between NAU, the Navajo and Hopi tribes, and the Northern Arizona School Board Association, SCUP consisted of an academic-year program and a summer program. The academic-year program served approximately 9,635 students in grades 7-12 and contained the following components: (1) dropout prevention efforts, including study skills training for seventh- and eighth-graders, teacher training in study skills development and cultural awareness issues, community-based study halls, and a bilingual culturally relevant parent involvement program; (2) career and personal development through career fairs, visiting career mentors, and student seminars; and (3) installation of computer-assisted instructional laboratories, followed by teacher and student training. The summer program (Nizhoni Academy)--an intensive 5-week experience at NAU--provided 498 students in grades 9-11 with 160 hours of instruction in English, mathematics, and career development. Instruction emphasized metacognition, concentrated learning, cooperative learning, process approach, and critical thinking skills. In addition, structured extracurricular activities exposed participants to many facets of college life. (SV)

ED 398 040 RC 020 708

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Educational Quality; Elementary Secondary Education; *Learning Strategies; *Portfolio Assessment; Portfolios (Background Materials); Problem Solving; *Reading Achievement; *Science Curriculum; Teaching Methods; Thinking Skills

This document is a collection of papers dealing with science achievement and teaching and learning strategies. The first paper, "Quality in the Science Curriculum," discusses quality objectives, quality learning opportunities, quality methods of instruction, quality in the philosophy of education, and quality evaluation procedures. It argues that for learners to achieve optimally, science teachers need to select objectives carefully, emphasize the best learning opportunities, implement methods of instruction that encourage learners to grow, develop, and attain as much as possible, use a philosophy of education that guides students to do as well as possible in ongoing science lessons and units of study, and assess learner progress effectively. The second paper, "Reading Achievement in Science", describes methods that science teachers can use to guide student reading and emphasizes the need for higher levels of cognition in science reading. The third paper, "Portfolios and the Pupil," discusses the development and use of portfolios to indicate the quality of school work that has been accomplished. The fourth paper, "Improving the Science Curriculum," discusses realism, experimentalism, idealism, and existentialism in the science curriculum, and the psychology of education. Contains 22 references. (JRH)

ED 398 060 SE 058 617

Rubba, Peter A. Ed.; And Others
Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Seattle, Washington, January 11-14, 1996).
PUB DATE- 96
NOTE- 792p.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; Constructivism (Learning); Elementary Secondary Education; English (Second Language); Higher Education; Inquiry; *Knowledge Base for Teaching; Partnerships in Education; Professional Development; Science and Society; Science Programs; *Science Teachers; Teacher Attitudes; *Teacher Education; Technology; Writing Skills

These conference proceedings include papers presented and summaries of presentations made at the 1996 Annual International Conference of the Association for the Education of Teachers in Science (AETS). Topics include: English-as-a-Second Language (ESL) Strategies in science methods courses; writing strategies; action research and equity issues; the Investigating the Universe Project; knowledge structures of teachers; embedded practicums; Science, Technology, and Society investigations; student and teacher questions; combining demonstration classrooms and inservice; preparation and evaluation of videocases; inclusion in the science classroom; using open-ended questions; using children's ideas and literature; the role of technology; using e-mail partners; Internet Exchange Project; professional development schools; self-evaluation of the implementation of the learning cycle; integration and use of technology; Project Prism; complex

Mathematics Achievement; Mathematics Tests; Middle Schools; Surveys

This paper describes a 2-year collaborative action research project in which the focus was to investigate the effects of the use of "Hands-On Equations" mathematics manipulatives in an algebra class on students' confidence, interest in, and ability to solve and retain understanding of algebraic equations. The first phase centered on documenting and comparing approximately 120 urban students' reactions to and accomplishments during both manipulative and "textbook" approaches to learning algebra in their eighth-grade classrooms. The second phase of the study was a follow-up on these same students regarding their retention of the manipulative "algebra learning strategies" during their ninth-grade mathematics experiences. Data collection methods included surveys, student reflections, work samples and test scores, and interviews. In brief, findings from phase one indicated students' confidence, interest, and ability in solving algebraic equations were very high when working with manipulatives. In addition, results of a mandated corporation-wide standardized algebra test far exceeded the corporation's expectations. Includes examples of survey questions. (Author/AIM)

ED 398 082 SE 058 809

Raymond, Anne M.
The Development of Preservice Elementary Teachers' Beliefs about and Knowledge of Alternative Mathematics Assessment.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Panama City, FL, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Education Majors; Elementary Education; Higher Education; Mathematics Education; *Student Evaluation; Surveys
IDENTIFIERS- *Alternative Assessment; *NCTM Assessment Standards

This paper reports a subset of findings from an extensive investigation of preservice elementary teachers' (n=61) beliefs about and knowledge of alternative mathematics assessment. These preservice teachers, who enrolled in a mathemnatics methods course, responded individually to four mathematics assessment surveys, participated in three paired mathematics assessment activities, and developed an alternative assessment project. This study explored a wide range of issues related to mathematics assessment. Findings reported herein include those related to (1) beliefs about mathematics assessment, (2) the extent to which various alternative assessment techniques can provide important information about students' mathematical learning, and (3) the role of Assessment Standards (NCTM, 1995) in mathematics assessment practice. Contains 10 references. (Author/AIM)

ED 398 083 SE 058 819

McKenzie, Danny L.
PAKS: Parents-and-Kids Science. 24 Activities for Kids and Adults To Share.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English

Shih, Tzymei Alexasia
My Fulbright Experience in Mexico.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 128p.; Some materials may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Bilingual Education; Catholics; Culture; Education; Elementary Education; Foreign Countries; Geography; Intermediate Grades; *Latin American Culture; *Latin American History; *Latin Americans; Multicultural Education; Religion; *Social Studies
IDENTIFIERS- *Mexico

This packet shares general impressions and interpretations of Mexico offered by a participant in a 5-week Fulbright-Hays Seminar. Included are suggestions on how to use this information to open up communication between the school and Mexican students and their parents. In addition to the background information and statistics, the material also has included personal interpretations and observations. The packet includes the following sections: (1) "Geography of Mexico"; (2) "The North and the South"; (3) "The Mexican Education System"; (4) "Parent Involvement"; and (5) "Children's Literature." Curriculum guides from Mexico written in Spanish are provided. (EH)

ED 398 104 SO 026 332

Vantrease, Maureen
Literary Analysis of Three Latin American Short Stories.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 126p.; Some photographhcs may not reproduce well. Color copies of the illustration panels are available from the author upon request.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art; Economics; Education; Environment; Foreign Countries; *Indians; *Latin American Culture; *Latin American History; *Latin American Literature; Latin Americans; Literary Criticism; Multicultural Education; *Mythology; Secondary Education; Social Studies
IDENTIFIERS- *Mexico

This unit was developed to give students in grades 7-12 a fuller understanding of the Latin American world, which is a growing part of the multicultural atmosphere in the United States. The unit is used currently in the seventh grade gifted Language Arts program at B. T. Washington Junior High School (Florida). The unit includes; (1) basic information on mythology; (2) specific study of the Aztecs, Mayas, and Incas; (3) cultural exploration of Mexico and Peru; and (4) a cross-cultural and literary analysis of three Latin-American short stories. The unit may be done in whole or in part. The myths, cultural exploration, and literature are not interdependent. Due to copyright laws, the short stories and myths are not included in this packet. Only the lesson plans and answer keys are included here. It will be necessary to purchase the following two books if the short stories and mythology units are to be utilized:

(John Gibbons, William White, Pauline Gibbons); "Indigenous Education in Latin America: Policies and Legal Frameworks" (Rainer Enrique Hamel); "Linguistic Rights for Amerindian Peoples in Latin America" (Hamel); "'Minority' Cultures and Their Communication Rights" (Lachman M. Khubchandani); "Kashmiri, a Majority-Minority Language: An Exploratory Essay" (Makhan L. Tickoo); "and "Killing a Mother Tongue--How the Kurds Are Deprived of Linguistic Human Rights" (Skutnabb-Kangas, Sertac Bucak). Appended are extracts from selected United Nations and regional documents covering linguistic human rights. Contains a consolidated bibliography and an index. (MSE)

ED 397 672 FL 023 997

Brown, James Dean
The Elements of Language Curriculum: A Systematic Approach to Program Development.
PUB DATE- 95
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Behavioral Objectives; Checklists; Class Activities; Classroom Techniques; *Curriculum Design; *Curriculum Development; Educational Needs; Educational Strategies; Evaluation Criteria; Evaluation Methods; *Instructional Materials; Language Teachers; Material Development; Needs Assessment; Professional Development; Program Development; Program Evaluation; Publishing Industry; Second Language Instruction; Second Language Programs; *Second Languages; Test Construction; *Testing; Test Use

A systematic approach to second language curriculum development is outlined, enumerating the phases and activities involved in developing and implementing a sound and effective language program. The first chapter describes a system whereby all language teaching activities can be classified into approaches, syllabuses, techniques, exercises, or packaged pedagogies. Needs assessment is described and different approaches are surveyed in the second chapter, and effective techniques for developing program goals and objectives are examined in chapter three. The fourth chapter explains the role of testing in language teaching and the uses of different kinds of tests in decision-making and curriculum development, and provides testing guidelines. Strategies for using needs assessment data, instructional objectives, and testing information to develop appropriate instructional materials are outlined in chapter five, and attention is turned to the support of teachers in chapter six. The final chapter addresses program evaluation. Each chapter also contains a checklist for using the concepts outlined in it, a list of relevant terminology, review questions, and exercises to synthesize the chapter's content. A list of major publishers of English-as-a-Second-Language instructional materials is appended. Contains 206 references and an index. (MSE)

ED 397 673 FL 023 998

FLES News, Volume 8.
PUB DATE- 95
NOTE- 60p.
LANGUAGE- English

Pidgins, Creoles and Nonstandard Dialects in Education.
Occasional Paper Number 12.
PUB DATE- 92
NOTE- 133p.; Previously ISSN-0314-3937. Most of the contributions were presented at the Annual Congress of the Applied Linguistics Association of Australia (16th, Townsville, Queensland, Australia, October 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Bilingual Education Programs; *Classroom Communication; *Creoles; English (Second Language); Foreign Countries; *Indigenous Populations; *Inservice Teacher Education; Language Variation; Linguistic Borrowing; Literacy Education; *Nonstandard Dialects; *Pidgins; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- Australia (Torres Strait); Caribbean Americans; Kriol; Papua New Guinea; Tok Pisin; United States

Nine papers present either discussion of the issues or practical answers to the issues of nonstandard dialects, pidgins, and creoles in the classroom. They include: "The Case Against a Transfer Bilingual Program of Torres Strait Creole to English in Torres Strait Schools" (Anna Shnukal); "Summary: A Survey of Teachers' Attitudes Towards the Use of Tok Pisin in Community Schools in Papua New Guinea" (Joseph Alfred Nidue); "English in the Education of Speakers of Aboriginal English" (Ian G. Malcolm); "Kriol and Education in the Kimberley" (Margaret Mickan); "Teaching Initial Literacy in a Pidgin Language: A Preliminary Evaluation" (Jeff Siegel); "Reading Creole English Does Not Destroy Your Brain Cells!" (Ronald Kephart); "Teaching English to Kriol Speakers: The Kartiya Game" (Gary Ovington); "Educating Speakers of Caribbean English Creole in the United States" (Katherine Fischer); and "Summary: Fostering English Language in Kimberley Schools: An In-Service Course for Teachers" (Joyce Hudson). (Contains chapter references.) (NAV)

ED 397 693 FL 024 020

Halliday, M. A. K.
Language in a Changing World. Occasional Paper Number 13.
PUB DATE- 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Applied Linguistics; *English; Group Dynamics; *Language Role; Language Usage; *Language Variation; *Literacy; Power Structure; Social Control

Three papers were presented at three different conferences from 1990 to 1992: "New Ways of Meaning: A Challenge to Applied Linguistics," "The Act of Meaning," and "Language in a Changing World." Because each paper addressed a different audience, each addresses the topic of meaning and change from a different approach. The first paper summarizes the development of the field of applied linguistics and relates it to the view of the world and its development, suggesting that the things that affect humankind's ability to survive are not just problems for biologists and physicists, but must also be considered applied linguists. The second paper addresses the power of language as vested in the social, biological, political, logical, and historical acts related to meaning. Language is described as a means of access, ideology, metadiscourse, social inequality,

House, J. Daniel
College Persistence and Grade Outcomes: Noncognitive Variables as Predictors for African-American, Asian-American, Hispanic, Native American, and White Students. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Asian Americans; Black Students; College Students; Dropout Rate; Educational Background; *Educational Objectives; *Ethnic Groups; Higher Education; Hispanic Americans; Minority Groups; *Parent Influence; *Predictive Validity; Predictor Variables; Self Concept; Student Attitudes; White Students
IDENTIFIERS- *AIR Forum; Cooperative Institutional Research Program

This study investigated the efficacy of noncognitive variables and academic background as a function of student ethnic group for the prediction of college grade performance and persistence. New freshmen during four consecutive fall semesters were administered the Cooperative Institutional Research Program Freshmen Survey. The sample included 251 Hispanic, 378 Asian-American, 644 African-American, 15 Native American, and 8,301 White students. Data concerning student attitudes, family characteristics, and high school background were evaluated. From these items, seven noncognitive and other variables were constructed: achievement expectancies, academic self-concept, financial goals, social goals, desire for recognition, parental education, and high school curriculum. All variables were analyzed for their efficacy as predictors of college attrition. American College Testing Program Composite scores, high school class percentile rank, academic self-concept and expectations, high school curriculum, and parental education significantly correlated with grade point average and enrollment status after 2 and 4 years. Financial and social goals were negatively correlated with achievement outcomes. Some differences between student ethnic groups on effective predictors of subsequent achievement were found. Ten tables give data on the correlations found. (Contains 35 references.) (CK)

ED 397 711 HE 029 311

House, J. Daniel; Prion, Susan K.
Noncognitive Variables as Predictors of Achievement in Freshmen English. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Counseling Techniques; English; *Freshman Composition; Grades (Scholastic); Higher Education; Predictive Validity; *Self Concept; Self Evaluation (Individuals); Sex Differences;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; College Students; Comparative Analysis; *Educational Practices; Expectation; Higher Education; Institutional Research; Schools of Education; Sex Differences; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Experience; Undergraduate Study
IDENTIFIERS- *AIR Forum; *University of Puerto Rico

This study examined teaching practices in undergraduate education by surveying 180 undergraduate students and 29 faculty, most in the school of education, at the Rio Piedras Campus of the University of Puerto Rico. Factors investigated include: (1) degree of agreement between faculty and students on good teaching practices; (2) relationship between faculty gender, rank, years of teaching experience, and overall rating of teaching practices; (3) relationship between students' gender, major, first college choice, study level, academic expectations, career expectations, and overall rating of teaching practices; and (4) faculty expectation about students' performance in comparison with students' expectations. Significant differences were found in faculty and student perceptions about instructional practices. The practices students saw as frequently-used involved rigorous control and regulation, and those less-used included providing acknowledgment, support, and prompt feedback. Practices that faculty rated as frequently used were consistently those rated by students as least-used. Expectations of students most mentioned by students were those least mentioned by faculty. Implications for practice are discussed. (Contains 17 references.) (MSE)

ED 397 730 HE 029 330

Sapp, Mary M.; Temares, M. Lewis
Reengineering a College of Engineering: The Role of an Institutional Research Office. AIR 1996 Annual Forum Paper.
PUB DATE- 6 May 96
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Administration; Declining Enrollment; *Engineering Education; Focus Groups; Higher Education; Information Needs; Information Sources; Institutional Research; Labor Market; *Organizational Change; Private Colleges; Research Universities; *Retrenchment; School Surveys; Statistical Analysis; *Strategic Planning
IDENTIFIERS- *AIR Forum; Institutional Image; *University of Miami FL

The role played by the institutional research office in the successful re-engineering of the University of Miami (Florida) college of engineering is described. The private research university's engineering school was at risk of closure due to declining enrollment and a changing job market. A committee of engineering faculty and other university administrators wrote a strategic plan using ideas from internal and external sources

(055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; College Administration; College Planning; Colleges; Decision Making; Educational Finance; Foreign Countries; Higher Education; *Investment; Long Range Planning; *Total Quality Management; Universities
IDENTIFIERS- *AIR Forum; *South Africa

This paper integrates principles of Total Quality Management (TQM) with those of investment for institutions of higher education. TQM with investment budgeting as one of its critical tools is seen to be essential for effective management in a time of decreasing financial resources. A process for investment budgeting is outlined and explained including: the importance of the investment decision as an aid to TQM, establishment of investment policy, development of an investment plan, the investment program, investment proposals, classification of various investment proposals (into independent projects, mutually exclusive projects, and prerequisite projects) in the context of TQM, and collection of relevant information. These steps are followed by evaluation of proposals, selection of the best investment proposal, and investment, revision and control. (Contains 14 references.) (DB)

ED 397 748   HE 029 348

Young, P. Scott; Fischer, Norman M.
Identifying Undergraduate and Post-College Characteristics that May Affect Alumni Giving. AIR 1996 Annual Forum Paper.
PUB DATE- 6 May 96
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alumni; Alumni Associations; *Donors; *Fund Raising; Higher Education; Institutional Research; *Prediction; Predictor Variables; Student Characteristics; Student Experience
IDENTIFIERS- *AIR Forum; Input Environment Output Model; *Pepperdine University CA

This study identified undergraduate and post-college activities/experiences that may affect alumni giving. The Input-Environment-Output model, developed by Alexander Astin, along with multivariate statistical analysis served as the framework to analyze various input, environmental, and outcome variables. A review of the literature covers fund-raising methods and techniques, relationships between institutional characteristics and fund-raising, and the effect of student characteristics on fund-raising. Income variables were comprised of various student characteristics at the time the students first entered college as freshmen. The environmental variables encompassed both undergraduate experiences and post-college activities and experiences over a 20-year period. The output or outcomes (dependent) variable was represented by the level of contributions reported. The sample was 299 alumni of Pepperdine University (California) who had completed a comprehensive survey as freshmen between 1973 and 1976. Analysis suggested that undergraduate experiences were not a good basis for predicting alumni contributions. Among alumni, involvement in alumni activities and income were the best predictors of contributions. (Contains 17 references.) (DB)

ED 397 749   HE 029 349

found that during this period, 1,000-1,500 applicants to Masters of Divinity programs took the GRE each year, and about 28 percent were women. Women applicants earned higher GRE scores than men, and their undergraduate grades were higher. In 1988, half the women and one-third of the men were over age 30. Seminary applicants who majored in religion or theology as undergraduates earned lower average GRE scores than applicants who majored in other areas. One-fourth of the sample received honors or recognition for community service while in college. Half the women and 36 percent of the men indicated that their enrollment would depend on receiving financial aid. A list of institutions receiving GRE scores, by denomination, is appended. (Contains 15 references.) (Author/MSE)

ED 397 766 HE 029 368

Nugent, Michael P.
Idaho Legislative Council Committee on Governance of Higher Education. Final Report.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Budgeting; College Role; Community Colleges; Educational Policy; Financial Support; Governance; *Governing Boards; *Higher Education; Long Range Planning; Policy Formation; Public Policy; State Aid; State Boards of Education; State Colleges; State Legislation; State Universities; *Statewide Planning

The report summarizes six meetings held during 1995 by the Idaho Legislative Committee on Governance of Higher Education. At the first meeting, the state governor outlined the context for the Committee's work and discussed the report of a task force on higher education planning concerning the appointment of a Board of Regents. The second meeting included presentations from former State Board of Education members and testimony about governance from four state college and university presidents, a student organization president, and college and university employees. At the third meeting, testimony was heard from the executive director and attorney of the State Board of Education, and from a state university representative concerning the feasibility of a state survey about higher education. Representatives of state agencies spoke at the fourth meeting about potential changes in administrative organization of the State Board of Education, and draft legislation based on earlier meetings was discussed. At the fifth meeting, a report on the roles and missions of Idaho public higher education institutions was discussed, and representatives of private industry responded to questions concerning the relationship between business and higher education. A rewrite of some legislation and some proposed legislation was also discussed. The sixth meeting addressed the funding of community colleges. Recommendations of the Committee are summarized. (MSE)

ED 397 767 HE 029 369

Building for Reauthorization: Background and Analysis.
PUB DATE- Jul 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

The Effects of Font Size in a Hypertext Computer Based Instruction Environment.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer Assisted Instruction; Computer Science Education; Computer System Design; *Design Preferences; Higher Education; Instructional Materials; Material Development; Reading Comprehension; *Screen Design (Computers); Student Attitudes; *User Satisfaction (Information)
IDENTIFIERS- *Legibility; *Typography

Some of the elements instructional designers must consider when designing screens for computer based instruction (CBI) include legibility, readability, and particularly font size. The purpose of this study was to determine which size font is most effective for CBI. Participants were 163 undergraduate and graduate students enrolled in an upper-level computer course at a western university. Subjects were randomly assigned to one of four treatment groups. Each treatment group received a different font size. All subjects received a computerized version of the Nelson-Denny Reading Test Form E. The four dependent measures were reading comprehension, satisfaction, preference, and distance from computer screen. The three independent measures were font size, age, and section. Results indicated a lack of satisfaction with the assigned font sizes of 10 and 12 points and satisfaction with font sizes of 14 and 16 points. Subjects preferred the 16-point font size to other sizes. (Contains 24 references.) (AEF)

ED 397 785 IR 017 973

Cochenour, John J.; And Others
Image Maps in the World-Wide Web: The Uses and Limitations.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Aesthetic Values; *Computer Graphics; Computer Interfaces; *Design Preferences; *Evaluation Criteria; Hypermedia; Information Retrieval; Information Seeking; Internet; Surveys; *User Needs (Information); User Satisfaction (Information); *World Wide Web
IDENTIFIERS- Digital Imagery; Information Value; Links (Indexing); *Navigation (Information Systems); *Visual Design

A study of nine different image maps from World Wide Web home pages was conducted to evaluate their effectiveness in information display and access, relative to visual, navigational, and practical characteristics. Nine independent viewers completed 20-question surveys on the image maps, in which they evaluated the characteristics of the maps on a 1-10 scale ascending from disagree to agree. When a viewer's purpose is to locate specific information, functionality is the most important characteristic of effective image map design. Other

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Courseware; *Educational Technology; Higher Education; *Hypermedia; Instructional Effectiveness; Instructional Materials; Program Implementation; Teacher Student Relationship; *Three Dimensional Aids; Users (Information)
IDENTIFIERS- Prototypes; Purdue University IN; *Scaffolding Model

A 3-D contingent scaffolding model of a hypermedia system is proposed which gradually weans learners off the technical support of instructors or more knowledgeable peers as they master certain skills. The model permits the instructor to vary his or her support in response to the learner's performance in a learning task consisting of a sequence of steps/sub-tasks. This paper reports on the implementation of this model in a computer-based instruction program at Purdue University (Indiana) and on a study of its effectiveness. The 3-D contingent scaffolding model in this study is implemented in a computer-based instruction program, "Hypothesis Testing--the Z-Test" in order to establish baseline data for integrated media-based instruction or hypermedia-based learning environment. Findings show evidence that this program does indeed promote knowledge retention and improve independent learning. (Contains 14 references.) (AEF)

ED 397 804 IR 017 992

Kim, YoungHwan; Reigluth, Charles M.
Formative Research on the Simplifying Conditions Method (SCM) for Task Analysis and Sequencing.
PUB DATE- 96
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Course Evaluation; Evaluation Methods; *Formative Evaluation; Guidelines; Instructional Effectiveness; Instructional Improvement; Instructional Materials; Participant Satisfaction; *Program Evaluation; *Task Analysis
IDENTIFIERS- *Simplifying Conditions Method

The Simplifying Conditions Method (SCM) is a set of guidelines for task analysis and sequencing of instructional content under the Elaboration Theory (ET). This article introduces the fundamentals of SCM and presents the findings from a formative research study on SCM. It was conducted in two distinct phases: design and instruction. In the first phase, the SCM process was used to design a course in order to determine the weaknesses of the SCM process. In the second phase, the course was taught using the SCM sequence in order to determine the weaknesses of SCM principles. Results suggest that the current SCM process is workable; however, three recommendations were offered: (1) the need to stress the holistic rather than the step-by-step approach; (2) the need to add more detailed prescriptions; and (3) the need for formative evaluation. Second, the study yielded no critical weaknesses that might lead to possible improvements in the SCM principles, since most of the learners result of autonomous work teams and greater responsibility given to employees, and an improved empowerment model that ensures that processes are documented and available to everyone. Instructional and information technology can facilitate the implementation of the ISO standard on a global basis. (SWC)

ED 397 821 IR 018 009

Mazur, Joan; Bliss, Traci
Dimensions of a Knowledge Support System: Multimedia Cases and High Bandwidth Telecommunications for Teacher Professional Development.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960. Contains a reproduction of a computer screen that may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Case Studies; Collegiality; Discussion (Teaching Technique); Distance Education; Educational Change; Educational Television; Elementary Secondary Education; Higher Education; *Multimedia Materials; Optical Data Disks; *Partnerships in Education; *Professional Development; Program Development; Teacher Associations; Teacher Education; Telecommunications
IDENTIFIERS- Educational Television Stations; *Kentucky; Reform Efforts; *Teacher Collaboration; University of Kentucky; University of Louisville KY

The Common Thread Case Project is a multi-year project that uses multimedia compact disc technology and high-bandwidth telecommunications to provide a unique, case-based professional development network for teachers in the midst of systemic reform in the state of Kentucky. The project is a partnership between the University of Kentucky, the University of Louisville, and Kentucky Educational Television. Year one of the project centered on the development of a series of five secondary and five elementary cases, available in hard copy and on CD ROM. Each case in the Common Thread Cases (CTC) series is a true story and captures the dilemmas and accomplishments of teachers involved in reform. The cases are designed for in-depth discussions that critically analyze pedagogy and promote reflection. Year two of the project focuses on training and dissemination of the case materials. The intent of the training is to provide teachers with case facilitation skills and technology to develop and support a professional community of teachers. The project also works with participants to explore telecommunications for ongoing professional development and collaboration. Questions considered are: (1) To what extent can the cases, along with accompanying study tools and resources and available telecommunications technology, become the nexus of a larger system of knowledge support that is essential for teacher professionalism? (2) What are the dimensions of such a knowledge support system? The report looks at: Background and Need for Knowledge Support; Cases and Teacher Professional Development; Knowledge Support and Performance Outcomes for Teacher Professionalism; Dimensions of an Open Knowledge Support System (instrumental, relational, and communication dimensions); and Future Directions. Appendix A contains the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Design Preferences; Educational Theories; Focus Groups; Formative Evaluation; *Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; Learning Motivation; Perception; Simulation
IDENTIFIERS- *Conceptual Frameworks; Design Research; Interactive Systems; *Message Design; Performance Support Systems; Process Improvement

Instructional message design must attract attention and result in learning by facilitating perception, comprehension, and retention. The purposes of this research are: (1) to develop a conceptual framework for message design; (2) to develop a systematic procedure for message design; and (3) to provide one basis for the development of a performance support system. Focus groups of advanced instructional design students explored message design procedures and relationships by investigating how to evaluate the thoroughness of the message design process, how to condense variables obtained from the initial evaluation to make a usable design aid, and developing a simulation exercise requiring application of the procedure to solve typical message design problems. Charts representing design aids are included for each of the framework's major variables: (1) learning types; (2) parameters of the message; (3) paradigms; (4) motivational principles; and (5) perceptional principles. Results of the evaluation indicate that it is an effective procedure for practitioners because it helps them be systematic and cues them to attend to variables in specific ways. (Contains 35 references.) (SWC)

ED 397 839 IR 018 027

Sherry, Annette C.; Sherry, Francis T.
Computer Confidence: Factors Associated with Retention in the Community College.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Computer Attitudes; *Computer Literacy; *Dropout Research; Ethnicity; Grade Point Average; High Risk Students; Predictor Variables; Reading Achievement; Sex; Spreadsheets; Statistical Analysis; *Student Attrition; Student Characteristics; *Two Year Colleges
IDENTIFIERS- *Computer Confidence; Computer Use; University of Hawaii Community College System

This study investigates pre-enrollment factors, particularly those related to computer confidence, in relation to persistence in the community college. Data on sex, ethnicity, reading level, high school grade point average (GPA), goal for attending college, and self-reported ability to use five computer application programs were gathered from 543 traditional, entering students at a community college in the University of Hawaii system. The data were analyzed in relation to the students' persistence at the beginning of the subsequent semester. Univariate and multivariate statistical analyses were employed to study attrition rates. Results of the logistic

Die" (Robert Newton Peck); "Fallen Angels" (Walter Dean Myers); "Flowers in the Attic" (V.C. Andrews); "Forever" (Judy Blume); "Go Ask Alice" (Anonymous); "The Great Santini" (Pat Conroy); "Grendel" (John Gardner); "The Handmaid's Tale" (Margaret Atwood); "I Am the Cheese" (Robert Cormier); "I Know Why the Caged Bird Sings" (Maya Angelou); "Lord of the Flies" (William Golding); "Of Mice and Men" (John Steinbeck); "The Outsiders" (S.E. Hinton); "Running Loose" (Chris Crutcher); "Slaughterhouse-Five; or, The Children's Crusade" (Kurt Vonnegut); "The What's Happening to My Body Book for Boys" (Linda Madaras with Dane Saavedra); and "The What's Happening to My Body Book for Girls" (Linda Madaras with Dane Saavedra). An appendix discusses what the American Library Association can do to help librarians combat censorship. (AEF)

ED 397 856 IR 055 950

Heeg, Michael, Ed.; Boston, Carol, Ed.
ERIC Directory of Education-Related Information Centers, 1996.
PUB DATE- 96
NOTE- 261p.; Supersedes ED 332 726.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Databases; Economic Development; *Educational Resources; Employment; Health; *Information Centers; Information Dissemination; *Information Services; Online Searching; *Organizations (Groups); Outreach Programs; Publications
IDENTIFIERS- *ERIC

The "ERIC Directory of Education-Related Information Centers" is a guide to 450 organizations that provide information relevant to education or that focus on topics and disciplines closely related to education, such as educational administration, parent participation, and nontraditional education. The directory includes both federally and privately funded education-related organizations that provide services and products such as: reference and referral; online searches; publications; information dissemination; technical assistance; outreach; information syntheses; and audiovisual materials. It is designed to help researchers, policymakers, librarians, teachers, federal agency staff, and students who need convenient, up-to-date access to resources on information centers in education and related fields. Each entry includes, when possible, addresses and phone and fax numbers; the organization's director; a brief description of purpose; audiences; services; hours of operation; and types of publications. Also included in this edition are several new fields such as URL (Uniform Resource Locators for World Wide Web sites), gopher site addresses, and TDD (telecommunication devices for the deaf) numbers. The directory is based on a continuously updated online database file directing users to information sources within the ERIC System as well as outside its network of components. This information is available electronically via the Internet. The printed form of the directory is published approximately every two years. Entries are arranged alphabetically by organization name. Three indexes are provided: master organization name, subject, and geographic location. (AEF)

ED 397 857 IR 055 953

Stubbs, Keith M.
World Wide Web Server Standards and Guidelines.

service learning components can provide students with a sense of community. Contains 11 references. (BCY)

ED 397 875　　　　JC 960 469

Kennett, Joyce A.
Faculty/Administration Relations in Community Colleges.
PUB DATE- Jun 96
NOTE- 19p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *College Administration; *Community Colleges; *Institutional Characteristics; *Leadership Styles; Organizational Communication; *Participative Decision Making; School Involvement; Teacher Participation; Two Year Colleges

The community college professoriate is characterized by a large reliance on part-time faculty, faculty unionization, a drive for educational technology, and the tendency to become part of a practitioner's culture and undervalue intellectual exchange. College administrators and governing boards, for their part, may see themselves as making important decisions for the colleges, but, in fact, deal only with operational and procedural matters. The leadership paradigm chosen to execute these tasks can mean success or failure for college administrators. The hierarchical approach, with a strong and decisive president, may work well in a corporate structure, but can be disastrous in an academic setting. Since colleges are essentially democratic and decentralized institutions, faculty often inherently distrust anyone who seems eager to govern them. An informal poll of seven administrators at Ocean County College pointed to the importance of faculty and administrators sharing information and sharing the same institutional mission, while the general perception was that campuses functioned best when the people who inhabited them were involved in the decisions that affected their circumstances and were able to operate in free, open, and communicative climates. Contains 27 references. The questions used in the administrator poll are appended. (BCY)

ED 397 876　　　　JC 960 470

Kreisman, Leonard T.
A Greying Faculty: Challenge or Stumbling Block to the Twenty-First Century.
PUB DATE- Jun 96
NOTE- 18p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging in Academia; *College Faculty; *Early Retirement; Health Insurance; Higher Education; *Personnel Policy; *Retirement Benefits; School Policy; Teacher Retirement

Although even a few years ago researchers were suggesting that faculty aging and the resulting retirements would result in a huge demand for new hires, job opportunities have become scarce of the college's control for withdrawing. Based on these findings, it was recommended that faculty initiate contact with distance learners earlier in courses and more frequently, and some faculty have investigated the use of electronic bulletin board systems to add an interactive component to telecourses. Surveys are also conducted of students completing distance education courses regarding their perceptions of administrative issues, faculty support services, and course design. In winter 1995, 424 students returned surveys, indicating that only 33% watched courses during scheduled cablecasts, 76% had access to a computer, and a majority were satisfied with faculty support and course organization. These findings suggested that cablecast scheduling was not as crucial as previously thought, since most students taped courses, and that modem-based courses were an option, with a sociology course using the FCCJ bulletin board planned for fall 1996. (BCY)

ED 397 894 JC 960 503

Review of the Mississippi Community College Foundation. Report to the Mississippi Legislature.
PUB DATE- 21 Dec 95
NOTE- 169p.; Executive Summary printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Compliance (Legal); *Expenditures; *Financial Audits; *Government School Relationship; *Legal Responsibility; Money Management; *Philanthropic Foundations; Program Administration; Program Evaluation; Resource Allocation; Two Year Colleges
IDENTIFIERS- *Mississippi Community College Foundation

The Mississippi Community College Foundation (MCCF) was established in 1986 by the 15 presidents of the state's community and junior colleges to identify opportunities for development in the colleges, receiving public funds from assessments on the colleges to conduct operations. In fall 1994, 6 of the 15 presidents resigned from the MCCF in the wake of allegations of improprieties with the foundation's spending practices. The state legislature subsequently conducted a review to determine the legality of foundation actions and whether MCCF actions created an obligation for the state or its political subdivisions. The review found that the foundation failed to conduct business in open meetings and make records available consistently. In addition, the legislature found that the MCCF may have violated state laws related to fraud and embezzlement, nepotism, and conflict of interest, as well as federal tax laws and grant agreements. The review also concluded that foundation actions could result in liabilities to the state as sub-grantors of federal funds. Twenty-one recommendations for improving MCCF operations are included. Appendixes provide data on MCCF revenues and expenses, a schedule of apparently fraudulent expenses, documentation of the foundation's use of funds for a rural health fair for non-health fair expenses, documentation of wasteful expenditures, and the foundation's response to the report. (TGI)

ED 397 895 JC 960 504

Lucas, John A.; Solano, Frank
Study of Multicultural Experiences, Perceptions and Attitudes of Current Students.
PUB DATE- Aug 95
NOTE- 28p.

among students who had taken lecture sections with more than 75 students, 60 percent felt the classes were too large and that they inhibited dialogue between students and faculty; (3) of 14 attributes of the learning environment, quality of instruction, fairness of grading, degree to which exams matched course goals, effectiveness of teaching methods, rigor of course, and the degree to which the course helped with other courses were the only attributes to receive better than "good" ratings; and (4) the two worst rated attributes were the degree that courses helped with community life and that they helped with respondents' jobs. The survey instrument is appended. (TGI)

ED 397 914 JC 960 523

Lucas, John A.; Thomas, Jane Ann
Evaluation Studies of Child Learning Centers on the Main Campus and at Northeast Center. Volume XXIV, Number 21.
PUB DATE- Jun 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Quality; *Parent Attitudes; *Participant Satisfaction; Preschool Education; *Preschool Evaluation; Program Effectiveness; *Teacher Attitudes; Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- William Rainey Harper College IL

In spring 1996, William Rainey Harper College (WRHC), in Illinois, undertook an evaluation of its preschool facilities, or Child Learning Centers, at the main campus and at WRHC's Northeast Center. Telephone surveys were conducted of 21 former student teachers to determine their evaluation of the Centers and of the learning experience the Centers afforded them. In addition, a sample of 307 parents of children enrolled between fall 1993 and fall 1995 were surveyed to determine their overall evaluations of program quality, resulting in responses from 169 parents. Study findings included the following: (1) the former student teachers were satisfied with all aspects of the Centers, with over 70 percent being very satisfied with the skill of the teaching staff, classroom materials and equipment, appearance and condition of the centers, and the preparation they received for a teaching career; (2) for the Northeast Center program, parents gave the highest ratings to the quality of the teaching staff, the curriculum, communication with the teacher, and overall satisfaction; (3) the lowest ratings were given to the state of the outdoor playground; and (4) for the main campus facilities, the lowest ratings were given to communication with teachers and the lack of parent-teacher conferences. The survey instruments are appended. (TGI)

ED 397 915 JC 960 524

Spanbauer, Stanley J.
Reengineering Education with Quality: Using Quality Concepts, Techniques, and Tools To Improve Education.
PUB DATE- 96
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Colleges; Educational Environment; *Educational Improvement; *Educational Quality;

*Partnerships in Education; Professional Associations; Program Descriptions
IDENTIFIERS- Day Care Quality; *Family Day Care Providers; Family Day Care Systems; National Association for Family Child Care

This document lists 39 selected initiatives to improve the quality of family child care. The initiatives include partnerships between family child care providers and provider associations, resource and referral agencies, corporations, community colleges, government, and public libraries. Included among the selected initiatives are (1) national projects; (2) statewide initiatives; (3) training projects; (4) mentoring programs; (5) networking organizations; (6) accreditation initiatives; (7) literacy projects; and (8) low income/ at-risk-focused programs. Most of the initiative descriptions detail the program components, locations where the initiative is being implemented, funding sources, and a contact name and address. A publication list includes a description of seven articles related to family child care. (KDFB)

ED 397 934 PS 023 920

Holliday, Albert E., Ed.
The Journal of Educational Relations, 1995.
PUB DATE- 95
NOTE- 165p.; Formerly the "Journal of Educational Public Relations."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Community Involvement; Community Role; Decision Making; Educational Change; Educational Improvement; Elementary Secondary Education; Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Public Relations; Public Support; *School Community Relationship; School Role

This document consists of the four issues of the "Journal of Educational Relations" published during 1995. The Journal's motto is "Promoting Student Achievement through Positive School-Home-Community Relationships." Articles in the first issue include: "Disarming Information: Ways to Counter Negative Critics" (Gerald Bracey); "Most Superintendents Appear to be Passive: A Study of Districts in Four States Reveals a Low Priority for Public Relations" (Theodore Kowalski and Terry Weidmer); and "Bond and Budget Battles: Do's and Don'ts to Avoid Being Defeated" (David Sandler). Articles in the second issue include: "School as a Community: We Need To Accept and Even Celebrate the Difference among Students and All the Staff" (Carl Loggo); "Home Visits Offer Opportunities to Make an Excellent First Impression" (Michell Holifield and Rob Donner); "An Excellent Public Relations Program Can Begin with Low-Cost Methods" (William Sharp and others); and "The Opening Door: The Decision-Making Process Should Allow for Parent Involvement" (Lynn Ainsworth). Articles in the third issue include: "Community Relations Start with the Internal School Climate" (John Yantis); "School Public Relations: Do It Right or Don't Do It at All!" (David Martinson); and "Polish Your Board's Image: Would a First-Time Attendee at a Meeting of Your Board Gain a Positive or Negative Image?" (Marilyn Hart). Articles in the fourth issue include: "Parents, Students, Community Members: Teachers and Administrators Desire Their Increased Participation in Making Educational Decisions" (David Brown and others); "12 Ways to Reduce Stress: Advice to Administrators to Stay Healthy" (Robert Gerardi); and "Communication Failure Can Threaten Progress" (Bill Carr). Each issue offers a case study grounds; (4) "Developing Head Start Facilities"; (5) "Funding Head Start Facilities"; and (6) "Finding More Help," focusing on general Head Start resources, exemplary resources, and building and property resources. A listing of HUD Regional Offices is included, along with 13 worksheets. Contains 46 references. (BGC)

ED 397 953 PS 024 296

Program Enrichment: Building on Local Innovations in Head Start.
PUB DATE- 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Child Health; Computer Uses in Education; Curriculum Development; *Curriculum Enrichment; *Demonstration Programs; Early Parenthood; Family Day Care; Grants; Health Promotion; Homeless People; Home Visits; *Instructional Materials; Intergenerational Programs; Parent Education; Playgrounds; Program Evaluation; *Social Agencies; Training
IDENTIFIERS- *Developmentally Appropriate Programs; Home Visitors; *Project Head Start; Self Sufficiency; Wellness

Head Start grantees play a critical role in the development and testing of new program approaches and service delivery models. This survey of program initiatives covers both Head Start program initiatives and developmentally appropriate curriculum materials. Each section includes an overview and profiles of programs, including grantee address, purpose, and major accomplishments. Part One, "Head Start Program Initiatives," describes a total of 50 projects in the following areas: (1) "Health," including nutrition and wellness, prevention/intervention, alcohol and substance abuse, neglect, abuse, and violence; (2) "Self-Sufficiency"; (3) "Teen Parenting"; (4) Intergenerational Activities"; (5) "Family Child Care and Home Visitors"; (6) "Computers as Learning Tools"; (7) "Playgrounds"; and (8) "Education," including programs with non-English-speaking families, the homeless, and bilingual populations. Part Two, "Head Start Curriculum Materials," covers (1) "Curriculum Frameworks"; (2) "Specialized Curricula"; (3) "Curriculum Enrichment"; (4) "Resource Materials"; and (5) "Staff and Parent Development." Two appendices include guidelines for curriculum content and an evaluation checklist. (BGC)

ED 397 954 PS 024 300

Head Start Volunteer Policies.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; Administrative Principles; Community Resources; Community Services; Costs; Documentation; Health Services; Legal Responsibility; Parent Participation; Parent School Relationship; Position Papers; Preschool Education; Recordkeeping; Records (Forms); Records Management;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ildhood" (Zinnecker); (6) "Grow Italy" (Leccardi); (7) "Modern Childhood in the Nordic,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Check Lists; Facility Guidelines; Guidelines; Outdoor Activities; Parent Participation; *Playgrounds; Prevention; Recreational Facilities; *Safety; Safety Education; Standards; Supervision
IDENTIFIERS- American Society for Testing and Materials; *Child Safety; Consumer Information; Consumer Product Safety Commission; Playground Design; *Playground Equipment; Regulatory Agencies

Outdoor playgrounds can be exciting places where children explore their environment and develop motor and social skills; however, they can also pose serious safety hazards. With the exception of California, no mandatory state or federal standards currently exist regarding manufacture or installation of playground equipment or surfaces. The American Society for Testing and Materials (ASTM) has established a voluntary industry standard for public playground safety. The U.S. Consumer Product Safety Commission (CPSC) has also established voluntary guidelines. Most playground injuries are caused by preventable hazards, including: (1) inadequate fall zones; (2) absence of guardrails; (3) dangerous protrusions and entanglements; (4) hazardous entrapment areas; and (5) inadequate supervision. Suggestions for how children, parents and others can help increase playground safety include: (1) using equipment as it was intended; (2) staying off of hot metal surfaces; (3) installing a fall zone of appropriate materials; and (4) modifying unsafe equipment. (Includes sources for additional information.) (BGC)

ED 397 972 PS 024 404

South Dakota 1995 Kids Count Factbook: Key Indicators of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Child Abuse; Child Health; Children; *Child Welfare; *Counties; *Data Collection; Data Interpretation; Demography; Dropouts; Enrollment; Family (Sociological Unit); Family Income; Health Promotion; Incidence; Local Norms; Mortality Rate; Population Distribution; Population Trends; Poverty; Safety; Social Distribution; Social Indicators; Social Problems; Social Science Research; Statistical Analysis; Statistical Data; Traffic Accidents; *Well Being
IDENTIFIERS- Annie E Casey Foundation; Food Stamp Program; *Indicators; *South Dakota; Wellness

The South Dakota Kids Count Project began in 1993 with a grant from the Annie E. Casey Foundation. The goal is to improve the and (3) dealing with superstitions. The post-competition suggestions include: dealing with failure, debriefing after performance, and attending higher level competitions. Each tip includes the title and supporting quotations related to the tip, and an brief description of how the tip was used in actual team creative problem solving. The guide includes is a section on materials and supplies and a list of useful catalogs. (KDFB)

ED 397 989 PS 024 505

Honig, Alice Sterling
Behavior Guidance for Infants and Toddlers.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Development; *Behavior Problems; *Child Behavior; Child Development; Child Psychology; Crying; *Discipline; Discipline Problems; Emotional Experience; Emotional Response; Infant Behavior; Infants; *Modeling (Psychology); Parent Child Relationship; Parent Materials; Punishment; Self Control; Social Behavior; Toddlers; Young Children

This booklet provides guidance to parents regarding behavior of infants and toddlers, including behavior development and problems. It offers common sense advice and practical examples. The chapters are: (1) "Introduction: What Is Misbehavior of Babies?", discussing "crying" as an appropriate behavior for meeting physical and emotional needs, and asserting that learning some developmental tasks requires a great deal of adult assistance; (2) "Discipline vs. Punishment" asserting that discipline means "to teach" and that punishment teaches fear and defiance, often destroying self esteem; (3) "Positive Discipline Techniques with Infants and Toddlers" focusing on prevention as the optimal discipline technique--using calm tones and caresses, rewarding desired behaviors contingently, avoiding overpraise, labeling desirable behaviors, modeling behaviors, using humor, varying tempos of activities, refocusing and redirecting inappropriate actions, respecting individual temperaments, and building self-esteem. (BGC)

ED 397 990 PS 024 509

Wallach, Lorraine B.
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 3p.; For English version, see ED 369 578.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; Childhood Attitudes; Child Rearing; *Community Problems; Early Childhood Education; Elementary Education; *Elementary School Students; Family Environment; Interpersonal Competence; Parent Child Relationship; *Preschool Children; Victims of Crime; *Violence
IDENTIFIERS- *Child Safety; ERIC Digests; *Resilience

offered suggestions in the areas of communication links, administration issues, secretaries, staff, integration of schools, and reasons not to twin. Contains 22 references. (SV)

ED 398 006 RC 020 636

Parent, Sydney B.; Bunderson, Eileen D.
Educational Expectations in a Democratic Society Held by Navajo Parents and Their Children.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Dropouts; *Educational Attitudes; Elementary Secondary Education; *High Risk Students; *Navajo (Nation); *Parent Aspiration; Parent Attitudes; Parent School Relationship; Reservation American Indians
IDENTIFIERS- Navajo Reservation

Navajo students have a 31% dropout rate, and it has been getting worse. Although considerable research has examined the reasons behind this dropout rate, little attention has been given to parental expectations of their children's education. Interviews with 45 parents of students attending Montezuma Creek Elementary School, a public school on the Navajo Reservation in San Juan County, Utah, investigated what parents expected of schools and how these expectations were being met. Education of these parents ranged from no formal education to associate degrees; most had attended a combination of public school and boarding school. All parents wanted their children to go to school, but no parent described any thought or action involving threats, rewards, bribes, or other manipulations in order to persuade a child to continue or complete schooling. When asked what they expected from their child's education, every parent answered, "a good job." In exploring the meaning of a good job, it became obvious that the real objective was a secure survival. In contrast, becoming an educated person did not have a high priority. The Navajo parents viewed the utilitarian aspects of schooling as desirable, but these aspects do not include a vision of who the child is, the child's place in the community, and what the community can become with the child's help. The results indicate that far too little educational attention has been given to the rights and responsibilities of dual citizenship in the Navajo Nation and the United States. Schools could become more relevant by acquainting children with community needs and paths to community service. Six tables summarize interview responses, and an appendix contains sample interview questions. Contains 12 references. (TD)

ED 398 007 RC 020 648

First Nations Development Institute Biennial Report, 1994/95.
PUB DATE- Jul 95
NOTE- 121p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian Reservations; *Cultural Maintenance; *Economic Development; *Financial Support; Program Descriptions; *Self Determination; Sustainable Development; Tribal Sovereignty;

Descriptions) (141)
DESCRIPTORS- *Active Learning; *Curriculum Enrichment;
*Educational Practices; Elementary Secondary Education;
*Experiential Learning; Higher Education; Learning Experience;
Outdoor Education; Personal Narratives; Relevance (Education);
School Community Relationship; *Student Centered Curriculum;
Student Participation; *Teaching Experience; Teaching Methods
IDENTIFIERS- Child Centered Education

In this book's essays, teachers describe and reflect on the practice of experiential education in elementary, secondary, college, and outdoor settings. Major themes of these narratives include the insider's view of the teaching experience; active learning that requires student autonomy, imagination, and responsibility; and the view of experience as a bridge that links the school curriculum to the community and the world. Chapters are: (1) "Of Stones and Strands: An Introduction" (Bert Horwood); (2) "Experiential Education in the English Classroom" (Gail C. Simmons); (3) "Experiential Learning: A Teacher's Perspective" (Tom Herbert); (4) "History Comes Alive" (Gary Shultz); (5) "Community Involvement in Education" (Bill Patterson, Bert Horwood); (6) "Gender and Engagement in a Jobsite Classroom" (Karne Kozolanka); (7) "At the Heart of Education: Portfolios As a Learning Tool" (Rick Gordon, Thomas Julius); (8) "Practice and Perspective: Two Views of Experiential Education" (Ed Raiola); (9) "Field Trips: Maximizing the Experience" (Deborah A. Millan); (10) "The Influence of Expeditionary Learning in Outward Bound and College" (Rogene McKiernan); (11) "Can Program Evaluation Rescue Service Learning?" (Lyn M. Shulha, Jeffry Piker); (12) "Science and Magic: A Lesson In Photosynthesis" (Gary William Rasberry); (13) "An Experiential Adventure School for Sexually Abused Adolescents" (Thomas E. Smith); (14) "No Strings Attached: Personalizing Mathematics" (Rena Upitis); (15) "'The Stubborn Particulars of Grace'" (David W. Jardine); and (16) "Experience and the Curriculum" (Bert Horwood). Contains references in each chapter and an index. (SV)

ED 398 023   RC 020 679

Simmons, Gail C.
Experiential Education in the English Classroom.
PUB DATE- 95
NOTE- 12p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; *English Instruction; *Experiential
Learning; Foreign Countries; High Schools; *High School
Seniors; *Independent Study; *Learning Experience; Personal
Narratives; Relevance (Education); *Student Projects; Teaching
Experience
IDENTIFIERS- Ontario

In this chapter, a Canadian high school teacher describes a senior English independent study program requiring that each student become involved in a topic through experience. From previous teaching experiences, the teacher realized that the curriculum was secondary to the method of delivery, that learning happened when a teacher instilled in students a desire to learn, and that every meeting of students with their teacher and peers should have personal meaning. Ontario's senior English curriculum mandated an independent study project developed from students' special interests and literature readings, and culminating in formal oral and written

Allen, Sharon M.; And Others
Schools as the Center of Rural Communities: An Ethnographic Study.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Apr 96
NOTE- 42p.; Paper presented at the National Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Attitudes; *Community Characteristics; Context Effect; Demonstration Programs; Educational Change; Elementary Education; Elementary Schools; Ethnography; Family Programs; *Parent Participation; Preschool Education; *Program Implementation; *Rural Schools; *School Community Relationship; Transitional Programs
IDENTIFIERS- *Project Head Start; *Sense of Community; South Dakota

An ethnographic study examined school-community relationship and its effect on program implementation in six rural South Dakota towns serving as sites for the South Dakota Head Start/Public School Transition Demonstration Project (SDTP). SDTP is part of a national project to test whether providing continuous comprehensive services to Head Start children and their families through third grade can maintain and enhance the early benefits attained by the children. Family service coordinators (FSCs) act as liaisons between state agencies, community agencies, schools, and parents; make routine home visits; and ensure that families receive services in the areas of health, education, social services, and parent involvement. Data collection included participant observations in elementary schools and communities while "shadowing" FSCs during their work days; formal and spontaneous interviews with FSCs, principals, teachers, and parents; examination of school documents; and analysis of FSC journals. Preliminary results suggest that only two of the six elementary schools were at the center of community life, and identify community characteristics that influence the school-community relationship and program success. These characteristics include sense of community, community size, community norms, heterogeneity of the community, and level of parent involvement. Contains 40 references. (SV)

ED 398 041 RC 020 709

Littlefield, Alice, Ed.; Knack, Martha C., Ed.
Native Americans and Wage Labor: Ethnohistorical Perspectives.
PUB DATE- 96
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *American Indian Education; *American Indian History; Case Studies; *Education Work Relationship; *Employment; *Laborers; Labor Force; Migrant Workers; North American History; Racial Relations; Social History
IDENTIFIERS- Ethnohistory; *Native Americans

This book reconsiders a largely ignored fact of North American Indian economic life--the place of wage labor in the culture and history of Native Americans. Case studies examine social networks of Native agricultural laborers, the decline of Native instruction; promoting primary science; interdisciplinary math and science; Project Simulate; Project Pride; coaching reflective practice; assessing change in teachers' knowledge; collaborative teaching; engineering physics; incorporating computer spreadsheets into the Robert Karplus Learning Cycle; meeting the needs of Hispanic learners; further validation of the Constructivist Learning Environment Survey; case studies of new teachers; science teachers' attitudes towards their presentation of inservice workshops; partnerships; science-fiction stories; teaching science methods in a language arts method course; college level science courses; model for elementary science inservice; learning inquiry-oriented science; rubric for scoring concept maps; analyzing the effect teachers have on their students' perceptions of and attitudes toward science; vee diagramming; traditional classroom assessment; and exploring traditional ecological knowledge. (JRH)

ED 398 061 SE 058 621

Birch, Willow Ann
The KIND Workshop Leader's Guide.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Elementary Education; *Environmental Education; Group Instruction; Guides; Professional Development; *Workshops
IDENTIFIERS- Humane Education

The National Association for Humane and Environmental Education (NAHEE) produces this workshop guide which offers a scripted workshop with handouts for elementary educators interested in sharing curriculum-based activities dedicated to helping young people develop values of kindness and respect toward people, animals, and the Earth. This guide enables educators to facilitate workshops from 1 hour to 1 day in length using activities which emphasize group work and cooperative learning skills. The activities include: "Getting to Know You"; "Quote Me", designed to promote awareness of humane education; "Tropical Forest", which focuses on issues in environmental and humane education; "Teacher's Pet", which examines the context of humane education; and "Breaking the Cycle of Abuse", which focuses on strategies to help children develop humane attitudes towards animals. The guide includes directions for the activities, accompanying handouts, suggestions for customizing, planning and promoting the workshop, and an evaluation form. Student learner outcomes are provided for those activities that can be adapted for use with students. (DDR)

ED 398 062 SE 058 653

Waste in Place Elementary Curriculum Guide.
PUB DATE- 94
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Guides; *Elementary Education; *Environmental Education; Interdisciplinary Approach; Learning Activities; Recycling; Solid Wastes

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Elementary School Science; *Hands on Science; Observation; *Parent Participation; Parents as Teachers; Primary Education; Science Activities; Science Instruction; Science Materials; *Science Process Skills

This activity book designed for grades 1-3 provides teachers with ready-to-use materials designed to get parents and children excited about science, help establish a home-school connection, and provide interesting learning activities for children to share with adults. This program gets parents involved in developing their children's science process skills using 24 activities. Four activities each focus on the six skills of observation, inference, classification, communication, measurement, and prediction. The activities help children develop these six scientific process skills individually. The children are then able to integrate the skills as they become more competent investigators. Data is collected and recorded in each activity. Materials needed for these activities are safe and readily available, and most can be provided by parents. Observation activities utilize such common objects as rocks, salt, and leaves. Inference activities include a mystery object sealed in a film canister, how sound is made, and which animals have nibbled certain plants. Children work with seeds, leaves, and magnets in the classification activities. Communication activities involve graphing, charting, and using a checklist. Both standard and nonstandard units of measurement are included in the measurement activities. The prediction activities call for observing and making predictions about mold on bread, seeds sprouting, and whether selected objects will sink or float. Although each activity emphasizes a single skill, children will be practicing other science process skills at the same time. (AIM)

ED 398 084 SE 058 823

Pochon, Luc-Olivier
Mathematique et Informatique, Aspect Didactique (Mathematics and Informatics, the Didactic Aspect).
PUB DATE- Mar 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Association Francophone de Didactique de l'Information (4th, Quebec, Canada, April 8, 1994).
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; Foreign Countries; History; Mathematics Education; *Symbols (Mathematics)

Both mathematics and informatics share common characteristics. Several didacticians propose therefore to define didactic situations permitting learners to "co-construct" knowledge of mathematics and informatics. In this document, the idea is resumed and a certain number of "functional structures" are proposed. These sets of problems take on a special social interest and introduce ideas, methods, and useful techniques to one domain or the other. The junction between the two disciplines is possible thanks to the introduction of equipment for calculations and plotting curves. (Author)

ED 398 085 SE 058 834

"Contemporary Latin-American Short Stories" (Pat McNees Mancini) and "Warriors, Gods, and Spirits from Central and South American Mythology" (Douglas Gifford). (EH)

ED 398 105 SO 026 333

Hetzler, H. Jeannine
Integrating the Fulbright Mexico Summer Seminar into Sixth Grade Social Studies and Language Arts.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Area Studies; Exhibits; Foreign Countries; Geography; Grade 6; Interdisciplinary Approach; Intermediate Grades; *Language Arts; *Latin American Culture; Latin American History; *Latin Americans; Multicultural Education; *Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexico

These lessons on Mexico have been taught in an integrated fashion within a sixth grade language arts and social studies classroom. Lessons are intended to be easy to pick up and use by any teacher. The material includes: (1) Rationale; (2) "Lesson 1 - I'll Bet You Can Map the Western Hemisphere in a Minute!"; (3) "Lesson 2 - Selecting Mysterious Settings"; and (4) "Archaeology Unit - Unlocking the Mysteries of the Past with Archaeology." (EH)

ED 398 106 SO 026 334

Koscielny, Mary Patrice
Mexico: Yesterday and Today.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indians; *American Indian Studies; Area Studies; Foreign Countries; *Latin American Culture; *Latin American History; *Latin Americans; Multicultural Education; Secondary Education; Social Studies; Tribes; World War II
IDENTIFIERS- *Mexico

This guide features Mexican history, culture, and the environment in the years past and present. This guide discusses five periods of Mexican history, including: (1) Indian Period; (2) Colonial Period; (3) Independence Movement; (4) The Revolution; and (5) Mexico Today. Each section has goals for the students, background readings, and activities for incorporation into the lessons. (EH)

ED 398 107 SO 026 335

Munez, Mario A.
Corima: A Bilingual Experiment in the Tarahumara Region in the State of Chihuahua, Mexico. How Does It Measure against Transitional Bilingual Programs in the United States?

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Class Activities; *Classroom Research; Classroom Techniques; Conferences; Elementary Education; *FLES; *Heritage Education; Immersion Programs; Instructional Materials; Language Maintenance; Language Teachers; Longitudinal Studies; Newsletters; Practicums; Professional Associations; *Professional Development; Questionnaires; Second Language Instruction; Songs; Teacher Associations; *Teacher Education; Videotape Recordings
IDENTIFIERS- *Hawaii

Volume 8 of the newslettter for teachers of foreign language in elementary schools (FLES) features these articles: "The Teacher's Voice: Action Research in Your Classroom" (Anna Uhl Chamot); "Teacher Preparation: Using Videotapes in a Teaching Practicum" (Gisela Ernst, Kerri J. Richard); and "Hawaiian Language Immersion: Lessons from a Six-Year Study" (Helen B. Slaughter, Morris K. Lai). The second number also contains a planning form for classroom research and a questionnaire for newsletter recipients concerning national foreign language standards for grades K-4. Professional notes and announcements, legislative notes, fellowship announcements, conference calendars, and reviews of instructional materials are also included in each issue. (MSE)

ED 397 674 FL 023 999

Learning Languages: The Journal of the National Network for Early Language Learning. Volume 1.
PUB DATE- 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Administrator Attitudes; *Bilingualism; Case Studies; Class Activities; Classroom Research; Classroom Techniques; Computer Networks; Distance Education; Early Childhood Education; Elementary Secondary Education; *Federal Legislation; *FLES; Foreign Countries; French; German; Grade 8; Information Networks; Information Sources; Instructional Materials; International Cooperation; Language Proficiency; Language Research; Language Teachers; *Language Tests; Medieval History; National Norms; Professional Associations; Research Projects; Second Language Instruction; *Second Languages; Spanish; Teacher Role; Telecommunications; Testing
IDENTIFIERS- Authentic Materials; Bayeux Tapestry; Congress 104th; Content Area Teaching; Europe; Germany; South America

The three numbers of the new journal contain these articles: "Content-Related Teaching Through Distance Learning: A Viable Alternative?" (Zoe E. Louton); "Teacher as Researcher: Motivating an Eighth Grade Spanish Class" (Emily Francomano); "Traveling to South America on the Internet" (Margaret Reardon); "U.S. Joins Global Language Education Study"; "Events in Europe: A Focus on Germany" (Helena Curtain); "The Bayeux Tapestry: A Medieval Document Inspires Students" (Armelle Webster); "Legislative Update--104th Congress, First Session" (Cindy McMillan); "NNELL Endorses National Standards"; "Standards for Foreign Language Learning"; "Atlanta Superintendent Strongly Supports National Standards" (Benjamin O. Canada); "Standards for Foreign Language Learning: One District's Experience" (Elizabeth Rieken); "Proficiency-Oriented Testing: Reality Therapy" (Peggy Boyles); and

and a model. The third paper deals with language and English literacy in the context of language education and the system of meanings inherent in different discourses in modern society. It is suggested that linguists should ask not only how to preserve these variations, but also how to make them a part of and a contribution to the future. Papers contain notes and/or references. (NAV)

ED 397 694 FL 024 021

Wales, M. L.
Margaret Howell: An Outstanding Teacher of English in the Workplace. Occasional Paper Number 14.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; English (Second Language); English Instruction; Foreign Countries; Foreign Nationals; Immigrants; *Language Teachers; Limited English Speaking; Second Language Instruction; Vocational English (Second Language)
IDENTIFIERS- *Howell (Margaret)

This report highlights the career and accomplishments of Margaret Howell, an English teacher in Australia who was instrumental in the development of English language learning for non-native speakers in the workplace. Material used was gathered in 1986, 1989, and 1992 interviews before her death of cancer in 1992. A chronological account of her courses and a listing of issues to be faced in this area of English-as-a-Second-Language instruction are provided. She was originally a primary school teacher with a special interest in arts and crafts and college degrees in psychology and Italian. Her teaching approaches are detailed. Over her career, she taught in hospitals, in telecommunication companies and other multinational businesses, and hotels. Her teaching methodology was highlighted by an adult approach, a global, integrated approach; the full involvement of all levels of management; employee advancement; assisting the industry itself; and an active, flexible classroom. Appendixes include a listing of problems with English in the workplace, comments from employees; a report on a course with a telecommunications company; student reports on the course; and a tribute from colleagues. (Contains 11 references.) (NAV)

ED 397 695 FL 801 120

The REEP Curriculum. A Learner-Centered ESL Curriculum for Adults. Third Edition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 650p.; For Revised Edition (1985) Volumes I and II, see ED 312 908-909.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Bibliographies; Community Colleges; Competency Based Education; Cultural Awareness; *Curriculum Guides; *English (Second Language); Evaluation Methods; Grammar; Instructional Materials; Language Skills; Lesson Plans; *Literacy Education; Needs Assessment; Second Language

*Student Attitudes; Student Educational Objectives; Student Surveys; *Writing (Composition)
IDENTIFIERS- *AIR Forum

This study investigated the correlation between noncognitive variables and academic success in a freshman composition course. A sample of 257 freshmen taking an introductory English course completed a survey assessing their attitudes and achievement expectancies. The questionnaire measured self-ratings of overall academic ability, drive to achieve, writing ability, creativity, and self-confidence in intellectual ability. Correlations were computed for the entire sample and separately for male and female students. American College Testing Program Composite scores and self-ratings on academic ability, achievement drive, and academic expectations showed a significant positive correlation with English course grades. Results suggest that noncognitive variables should be considered when providing academic counseling during the freshman year. Four tables provide correlation data and results of multiple regression analyses. (Contains 29 references.) (CK)

ED 397 712 HE 029 312

Schoenecker, Craig; And Others
Developmental Education Outcomes at Minnesota Community Colleges. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Outcomes Assessment; *Community Colleges; Developmental Programs; *High Risk Students; Institutional Research; *Remedial Instruction; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Minnesota

This paper describes a Developmental Education Outcomes Study being conducted for 21 Minnesota state community colleges. The goals of the study were to examine the academic performance of students placed into developmental reading, writing, and mathematics courses and to identify areas where improvement was needed. Subjects were all 20,543 post-high school students who were assessed and enrolled in any of Minnesota's 21 community colleges during Fiscal Year 1992-93. Students were categorized as either college-prepared students, successful developmental course completers, or developmental course non-takers. The outcomes of developmental courses were examined by analyzing differences in three career academic performance measures--the ratio of credits earned to credits attempted, cumulative grade point average, and persistence rate. Students who successfully completed the developmental reading, writing or mathematics course sequence achieved significantly higher on all career performance measures than students who did not take the recommended course sequence. Developmental Course Completers performed as well as or better than the students originally classified as college-prepared. Implications of the high levels of non-compliance with developmental placements, especially in reading, are discussed. (Contains 29 references.)(DB)

ED 397 713 HE 029 313

Lucas, John A.; Mott, Jacque

and site visits to other institutions. The plan outlined objectives for enrollment, external funding, overall college quality, faculty commitment and development, quality of overall student experience, fiscal solvency, and institutional image. The university's institutional research office provided five types of analyses: student and faculty demographic data; projection models; results of student surveys; focus group data; and credit hour and financial data breakdowns. In addition, the institutional research administrator assisted in interpretation of data and in preparation for a planning retreat. The services provided by the office were found useful. Recommendations included: provision of a listing of institutional research reports and customized analysis services to university deans; more use of focus groups; and identification of development of reports on key issues. (MSE)

ED 397 731 HE 029 331

Volkwein, James Fredericks; Malik, Shaukat M.
State Regulation and Administrative Flexibility at Public Universities. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Change Strategies; Comparative Analysis; Demography; Educational Change; Educational Quality; Educational Trends; *Government School Relationship; Higher Education; Institutional Autonomy; Institutional Characteristics; *Institutional Research; National Surveys; Politics of Education; Public Colleges; Research Universities; *State Regulation; *State Universities; Trend Analysis
IDENTIFIERS- *Administrative Flexibility; *AIR Forum

This study investigated apsects of state regulation of public research or doctoral universities in all states and territories of the United States. The study examined: (1) dimensions of state control and administrative flexibility, and changes occurring between 1983 and 1995; (2) the extent to which state regulation of public universities is a product of the economic, political, and social characteristics of the particular state; (3) whether particular organizational characteristics of the universities attract different amounts and types of regulation; and (4) whether varying degrees of regulation and autonomy exert influences on measures of university quality. Campus and state characteristics data were assembled for 226 universities, 144 of them publicly controlled; 37 state characteristics and four broad campus dimensions were identified. Management flexibility and state regulation data were obtained for 122 public universities in 50 states; 47 flexibility and control variables were identified. Findings indicated: the strength and independence of both academic and administrative campus segments; increased flexibility of campuses in many states in their academic, financial, and personnel transactions; little evidence of a connection between state control and campus characteristics; and no evidence that flexibility exerts a significant influence on measures of faculty and student quality. Substantial data tables summarizing the results are appended. (Contains 24 references.) (MSE)

Campbell, John W.; Blakey, Linda S.

Assessing the Impact of Early Remediation in the Persistence and Performance of Underprepared Community College Students. AIR 1996 Annual Forum Paper.

PUB DATE- 8 May 96

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; Age Differences; College Students; Community Colleges; Developmental Programs; Ethnicity; Grade Point Average; *High Risk Students; Institutional Research; Longitudinal Studies; Prediction; *Remedial Instruction; Sex Differences; Two Year Colleges

IDENTIFIERS- *AIR Forum

A longitudinal study evaluated whether early remediation affected the persistence and/or performance of underprepared students at a midwestern, suburban community college. The study focused on the 3,282 students who completed the basic skills inventory in either Fall 1991 or Fall 1992. Students were classified as either prepared (N=2,028) or underprepared (N=1,254). Variables such as sex, age, number of terms attended, and cumulative grade point average were among the variables evaluated using Astin's input-environment-output model. Findings concurred with other studies of persistence and remediation in that the variables "cumulative grade point average" (GPA) and "number of remedial courses," impacted underprepared community college student persistence. Findings also suggested that early remediation, taking a remedial class within the first year, and a degree-seeking intent were also significant predictors of persistence, particularly for those students most underprepared for a college level curriculum. The variables "age," "ethnicity," "gender," and "degree-seeking intent," were significant predictors of academic performance (cumulative GPA) for underprepared college students. A model was developed which predicted 19 percent of the variance in persistence of underprepared community college students. (Contains 6 tables, 1 figure, and 25 references.) (DB)

ED 397 750   HE 029 350

Guinley, John W.

The Use of Influence Tactics among Mid-Level Managers in the Community College. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; College Administration; Community Colleges; Higher Education; *Influences; Institutional Research; *Middle Management; Personnel Management; *Politics of Education; Power Structure

IDENTIFIERS- *AIR Forum

A survey investigated the extent to which mid-level managers in community colleges used influence tactics. Survey respondents (N=208) reported on a variety of influence behaviors,

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; Committees; Conflict Resolution; Elections; *Federal Aid; Federal Legislation; Federal Programs; Federal Regulation; *Government School Relationship; Graduate Study; Grants; Hearings; *Higher Education; Immigrants; Legislators; Loan Default; *Lobbying; Need Analysis (Student Financial Aid); Remedial Instruction; Retirement; Staff Utilization; *Student Financial Aid; Student Loan Programs; Telecommunications
IDENTIFIERS- Congress; *Higher Education Act Amendments 1992; National Assn of Student Financial Aid Admin; *Reauthorization Legislation; Task Force Approach

The report provides background information on the next reauthorization of the federal Higher Education Act, and is intended for college and university financial aid officers. An introductory section chronicles the history of federal legislation for student financial aid. The next section outlines the congressional reauthorization process, including relevant committees, impact of congressional personnel changes, procedures (hearings, committee markup, floor consideration, conflict resolution), the critical factor of costs, and the role of congressional staff in negotiating legislation. Another section is devoted to factors that can influence the outcome of the legislative process including elections and retirements, emergence of leadership, committee membership, and the president and administration. The current reauthorization climate is then examined, exploring such issues as trends in cost of education, program costs, changes in groups targeted by legislation, grant/loan imbalance, indirect vs. direct loans, gatekeeping and regulatory relief, program consolidation, need analysis system, focus on defaults and quality measures, role of vocational and short-term programs, determination of an allocation formula, system automation, graduate education, remedial education, immigration, and affirmative action. Current and planned reauthorization activities by the National Association of Student Financial Aid Administrators are outlined, its task force members listed, and procedures for communicating with them explained. (MSE)

ED 397 768   HE 029 370

A View from the Inside: Minority Access & Success in Higher Education. Report of the Select Seminar on Excellence in Education.
PUB DATE- Apr 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Access to Education; Articulation (Education); *College School Cooperation; College Students; *Dropout Prevention; Elementary Secondary Education; Enrichment Activities; Higher Education; *Minority Groups; Outreach Programs; Parent Participation; Seminars; Student Development; Student Recruitment; Success

The report summarizes a series of four seminars in 1995 in which educators in the Albany, New York area gathered to discuss intervention to support the access and success of minority students in higher education. Participants included college, factors that contribute to effective informational image maps include: simple graphics that load quickly, smaller image sizes, clearly designated "hot spots" or hyperlinks, unified rather than scattered grouping, icons that accurately represent information, design structure that models the structure of the information, limited number of layers and choices, and site-specific help options. When entertainment is the purpose of the image map, different design guidelines may be applicable. A web designer must consider the balance between artistic and functional demands. (Contains 16 references.) (SWC)

ED 397 786   IR 017 974

Cornell, Richard; Bailey, Dan
Virtual Reality: A Dream Come True or a Nightmare.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; *Cognitive Processes; Computer Games; Computer Interfaces; *Computer Simulation; Design Requirements; Problems; Psychophysiology; Technological Advancement; *Technology Transfer; *Virtual Reality; Visual Perception
IDENTIFIERS- Barriers to Implementation

Virtual Reality (VR) is a new medium which allows total stimulation of one's senses through human/computer interfaces. VR has applications in training simulators, nano-science, medicine, entertainment, electronic technology, and manufacturing. This paper focuses on some current and potential problems of virtual reality and virtual environments that should be studied and resolved before widespread adoption and implementation of this new technology. Issues considered in this paper include: (1) physio-psychological aspects: virtual reality is a spatial and temporal medium in which users can accomplish normally unrealistic or supernatural tasks along with normal tasks, so creators must consider how these events or tasks will be processed mentally and how they will affect the users' emotions; (2) technology transfer: visual perception and information processing in the brain have yet to be fully understood, and virtual reality adds another dimension that must be investigated; (3) technology versus performance: the virtual environment has to be set precisely for each user so it does not cause adverse physical and psychological effects; and (4) entertainment users will make up the largest share of the VR market by the year 2000, so designers should keep in mind that the heavy VR users are likely to have less skill and knowledge in making sophisticated reality judgments, and may "get lost" in the VR environment. (Contains 14 references.) (SWC)

ED 397 787   IR 017 975

Dabbagh, Nada
Creating Personal Relevance through Adapting an Educational Task, Situationally, to a Learner's Individual Interests.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development

were very satisfied with the sequence of the instruction. Three figures present results. (Contains 34 references.) (AEF)

ED 397 805   IR 017 993

Knupfer, Nancy Nelson; Clark, Barbara I.
Hypermedia as a Separate Medium: Challenges for Designers and Evaluators.
PUB DATE- 96
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Graphics; *Computer System Design; Content Analysis; Cultural Differences; Designers; Design Preferences; Educational Technology; Formative Evaluation; Guidelines; Hypermedia; Instructional Improvement; *Instructional Materials; Metaphors; *Multimedia Materials; Preservice Teacher Education; Professional Development; Sex Bias; Summative Evaluation
IDENTIFIERS- Competency Needs; Graphical User Interfaces; Interactive Systems; Visual Displays

This paper addresses some of the challenges and dilemmas faced by two instructional designers as they incorporated visual imagery and audio components into the design of two distinct interactive multimedia products. Each instructional product was designed as a professional development seminar or series of instructional seminars for two distinctly different groups of adult learners. One product was designed for preservice teachers who spend a significant amount of time on campus and in classes, while the other was designed for practicing social workers who are employed in isolated, rural areas where access to professional development is extremely limited. The following considerations which were identified as essential to any improvement of instructional design guidelines are discussed: (1) how the visual elements of hypermedia should be structured; (2) proper uses of visual metaphors; (3) formidable questions inherent in the presentation of content and images; (4) when design supersedes content; (5) the importance of the instructional designer's familiarity with new models of instruction and learning theory; (6) theoretical elements appropriate for the graphical-user interface; (7) images, language, and content that are free of cultural and gender bias; (8) how images, language, and content accurately represent the cultural and gender variables; and (9) how formative and summative evaluation should occur. (Contains 40 references.) (AEF)

ED 397 806   IR 017 994

Kochery, Tim
Inhibitions within Idea Generating Groups: An Alternative Method of Brainstorming.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English

criteria a case study must meet for inclusion, and Appendix B illustrates some of the features of the case delivery system. (Contains 39 references.) (Author/SWC)

ED 397 822   IR 018 010

Moallem, Mahnaz
Instructional Design Models and Research on Teacher Thinking: Toward a New Conceptual Model for Research and Development.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Context Effect; Cultural Context; Decision Making; Educational Cooperation; *Instructional Design; Instructional Development; Knowledge Base for Teaching; Learning Strategies; Social Environment; *Teacher Role; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Conceptual Models; *Instructional Systems Design; Paradigm Shifts; Teacher Thinking

Instructional designers believe that it is important to expose pre-service and in-service teachers to Instructional Systems Design (ISD) procedures and products so teachers can utilize them. Educational literature, however, reveals few attempts to relate instructional design theory and methods to teaching practice. This paper proposes a new conceptual model for thinking about teaching that incorporates current findings of research on teachers' thinking and components of instructional design models and principles. The paper reviews the major findings of research on teacher thinking and instructional systems design, and then presents a conceptual model to bring the two closely related fields together. Potential implications of the model for instructional development and research in instructional design and teacher thinking include: (1) teachers and their teaching and learning processes can only be studied within their social and cultural context; (2) teachers' knowledge is a complex blend of personal, practical, and theoretical knowledge--research in teaching, learning, and instruction has to shift its emphasis from cognition to social construction of knowing; (3) the image of teachers as designers of their own instruction needs to be emphasized in the instructional technology field, and the instructional design models and principles should be reconceptualized if they are to be used by teachers; (4) the concept of design as an artistic, social, and cooperative act should replace the procedural and technical concept of design--instructional design activities should focus on the product of the design instead of the procedure; and (5) instructional design models and principles should focus on an approach in which the design objectives and strategies or solutions evolve as the teacher-designer becomes more acquainted with the social and cultural system and subsystems, and people who are affected by the design, including learners, should participate in the decision-making process. (Contains 84 references.) (SWC)

ED 397 823   IR 018 011

Moallem, Mahnaz; And Others
Technology Resource Teachers: Is This a New Role for

regression indicate that ethnicity, goal for attending college, confidence in using spreadsheets for college work, and the interaction between high school GPA and total number of computer skills in which the student is confident are related to persistence in college. While future studies are needed to determine direct causal effects, community college administrators may wish to consider designing pilot programs in computer skills training for the at-risk entering student. (Contains 26 references.) (Author/SWC)

ED 397 840   IR 018 028

Small, Ruth V., And Others
Dimensions of Interest and Boredom in Instructional Situations.
PUB DATE- 96
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Brainstorming; Cognitive Style; College Students; Educational Strategies; Higher Education; Instructional Development; *Instructional Effectiveness; Instructional Material Evaluation; *Learning Strategies; Likert Scales; Participant Satisfaction; Questionnaires; Relevance (Education); *Stimulation; Student Attitudes; *Student Motivation; Teacher Role; Teaching Methods
IDENTIFIERS- ARCS Model; *Boredom; Emotions

Stimulating interest and reducing boredom are important goals for promoting learning achievement. This paper reviews previous research on interest and boredom in educational settings and examines their relationship to the characteristics of emotion. It also describes research which seeks to develop a model of learner interest by identifying sources of "boring" and "interesting" learning situations through analysis of learners' descriptions. Participants in the study were 512 undergraduate and graduate students from two universities. Descriptive responses were elicited from 350 students through brainstorming sessions on past learning experiences. The remaining 162 students answered written questionnaires. The students who completed the questionnaire also undertook subjective evaluation by completing two Likert-type scales rating their "boring" and "interesting" learning situations and emotions during those situations. Responses were categorized using Keller's ARCS Model motivation components--Attention (A), Relevance (R), Confidence (C), and Satisfaction (S)--and also grouped by where respondents felt the responsibility lay for the learning situation--instructor, learners, materials, or environment. One interpretation of the results indicates that feelings of pleasure and arousal are linked to generating and sustaining current learning interest. Competence and self-determination, on the other hand, are more closely related to fostering a continuing motivation to learn. The major findings include: (1) colorful instruction that incorporates a variety of attention-gaining and maintaining strategies appears to be the most effective way to generate interest and prevent boredom; (2) instruction that incorporates surprise, novelty, and variety may help reduce predictability, which appears to promote learning boredom; (3) instructional materials that do not capture students' attention and are not relevant to content and goals of the instruction may promote boredom; and (4)

PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Computer Security; Computer System Design; Disabilities; Educational Policy; Guidelines; Hypermedia; Information Dissemination; Information Networks; *Information Policy; *Quality Control; *Standards; User Needs (Information); *World Wide Web
IDENTIFIERS- *Department of Education; Links (Indexing)

This document defines the specific standards and general guidelines which the U.S. Department of Education (ED) will use to make information available on the World Wide Web (WWW). The purpose of providing such guidance is to ensure high quality and consistent content, organization, and presentation of information on ED WWW servers, in order to help users find pertinent information to answer their education questions. The eight sections consist of: (1) an overview of the document itself; (2) selected definitions; (3) ED-controlled content, ED-sponsored content, and external content of servers; (4) discussion of the design of the main ED WWW server, as well as home page links, dead links, and types of materials that should have restricted access; (5) style/markup aspects; (6) examination of ED-specific issues, including coordination of ED WWW pages with the Office of Educational Research and Improvement; public release; compliance with standards; and quality assurance; (7) additional points for consideration; and (8) references for other federal agency standards; HTML style guides and standards; accessibility to users with disablities; and WWW security. Contains 17 references. (AEF)

ED 397 858 IR 055 954

Williams, Jane A.
How To Stock a Home Library Inexpensively. Third Edition.
PUB DATE- 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Books; Budgeting; *Costs; Elementary Secondary Education; Home Schooling; Instructional Materials; Libraries; *Library Acquisition; *Library Collections; Literature; Parent Participation; *Purchasing; Reference Materials; Religious Factors
IDENTIFIERS- *Personal Libraries; Religious Publications

Having a home library benefits children and parents alike, by allowing immediate access to literature and reference information and by encouraging reading. The cost of stocking a home library can be prohibitive to forming a substantial collection. This book provides a guide to purchasing books at a discount, including suggestions on essential books for a home library, purchasing new and used books inexpensively, ways to save money to finance a book collection, and reselling books that are no longer needed. The book includes: (1) 120 "resources for stocking a home library inexpensively," with for recent graduates of doctoral programs. It is important, however, that colleges be able to hire new personnel to bring new ideas into the institution. In considering efforts to induce more "greying" faculty to retire, colleges should take into account the effect of later retirement in terms of the relative lack of diversity of older faculty and the possibility that they will be out of touch with new developments in their discipline. Specifically, early retirement efforts must address the following issues: (1) economic security and inflation, by, for example, crediting additional years of service to early retirees to increase their pension; (2) health coverage, including the possibility of continuing coverage to retirees until they are eligible for Medicare; (3) flexibility, by offering phased-out retirement options through the gradual reduction of teaching loads over a 5-year period; and (4) personal worth factors, including the need to treat retiring faculty as individuals who have made and can still make a contribution to the institution by offering them continued access to library and computer services and keeping them informed of developments. Includes two sample retirement program models. A list of questions for prospective retirees is appended. (BCY)

ED 397 877 JC 960 471

McKinley, Bud
An Examination of Team-Taught Interdisciplinary Courses.
PUB DATE- Jun 96
NOTE- 33p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341. Sponsored by the Humanities Department, Raritan Valley Community College, NJ.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Course Evaluation; Grading; *Humanities Instruction; *Interdisciplinary Approach; *Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Teacher Attitudes; Teaching Methods; Team Teaching; Thematic Approach; Two Year Colleges
IDENTIFIERS- Raritan Valley Community College NJ

Over the past decade, faculty in the Humanities department at Raritan Valley Community College, in New Jersey, have developed two interdisciplinary, team-taught courses organized on a thematic basis. To determine student and faculty perceptions of these courses, the college distributed questionnaires to students in one of the courses, conducted follow-up interviews with 10 students 1 year after participation, and surveyed 13 faculty who had participated in the team-taught courses. Study findings, based on responses from 25 enrolled students, the 10 interviews, and responses from 11 faculty, included the following: (1) faculty and students found team-taught, interdisciplinary teaching both stimulating and enjoyable; (2) students felt that the approach led to a broader and deeper understanding of the material; (3) faculty stated that their students exhibited a greater interest in the course material than in traditional classes and seemed to enjoy the instruction; (4) faculty were also very satisfied with the learning environment provided by the course, since it required students to think and write at levels not often present in traditional courses; and (5) both students and faculty viewed the team approach to grading student assignments favorably. Contains 13 references. The survey instruments, with mean

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Asian Americans; Black Students; *College Environment; Community Colleges; *Cultural Activities; *Cultural Pluralism; Diversity (Institutional); Enrichment Activities; Hispanic Americans; *Minority Groups; Social Support Groups; *Student Attitudes; Two Year Colleges; Two Year College Students; White Students
IDENTIFIERS- Asian American Students; Hispanic American Students; William Rainey Harper College IL

In spring 1994, William Rainey Harper College, in Illinois, conducted a survey of random samples of 250 each of currently enrolled Asian, Black, Hispanic, and Caucasian students to determine their experiences, perceptions, and attitudes regarding the college's multicultural environment. Completed responses were received from 339 students, including 81 Asian, 56 Black, 97 Hispanic, and 105 Caucasian students. Study findings included the following: (1) of 13 positive and negative experiences provided on the questionnaire, the most frequent experience reported was the desire to socialize with students of different backgrounds, receiving an overall rating of 3.29 on a 4-point scale of frequency; (2) overall, students agreed that special interest groups were needed to provide support for students of similar backgrounds; (3) students gave a rating of 3.32 out of 4 with respect to the friendliness of the college and 3.26 regarding its respectfulness; (4) students generally disagreed that they had to change personal characteristics to fit in at the college; and (5) the two most common activities suggested for improving diversity were events that brought different racial groups together and art exhibits or concerts featuring special interest groups. Includes student comments to open-ended questions. The survey instrument and cover letter are appended. (BCY)

ED 397 896 JC 960 505

Holt, Marianne; Lucas, John A.
Follow-Up Study of 1994 Dental Hygiene Graduates.
PUB DATE- Sep 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *College Graduates; Community Colleges; *Dental Hygienists; Followup Studies; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In an effort to evaluate the effectiveness of its dental hygiene program, William Rainey Harper College (WRHC), in Illinois, conducted a follow-up study of program graduates from 1994. Surveys were mailed to all 30 1994 dental hygiene associate degree graduates, receiving responses from 77% (n=23). Study findings included the following: (1) all but one of the respondents was employed, while the unemployed graduate was looking for a job; (2) among the employed, 59% held full-time jobs, 9% held two part-time jobs (equivalent to full-time), 18%

Models; *Organizational Change; *Program Implementation; Technical Institutes; *Total Quality Management; Two Year Colleges

Designed to assist educators in formulating Total Quality Improvement (TQI) plans, this book examines the processes of TQI, which allow for the review of college administration, student services, teaching, and institutional culture, and provides information on its implementation at two-year colleges. Chapter 1 describes background to educational reform in general and provides a rationale for introducing TQI into educational settings. Next, chapter 2 suggests that the key element of TQI in education is a focus on the customer and describes the following key components of TQI: leadership, team problem-solving, the collection of meaningful data, the use of scientific methods and tools, and the focus on training for development. Leadership and the use of teams are discussed in chapter 3, while chapter 4 explores the use of TQI to improve teaching. The pivotal role of community service in TQI systems is outlined in chapter 5, while chapter 6 provides an overview of assessment methods under TQI, providing an assessment model containing multiple measures of progress and a feedback methods matrix. In chapter 7, brief profiles are presented of 11 two-year institutions that have successfully implemented TQI. Finally, chapter 8 discusses the maintenance of TQI systems. Contains 29 endnotes and a subject index. (MPH)

ED 397 916   JC 960 525

Rentz, Audrey L.; And Others
Student Affairs Practice in Higher Education. Second Edition.
PUB DATE- 96
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Advising; Admission (School); *Career Planning; Community Colleges; *Cultural Pluralism; Discipline Policy; Dormitories; *Educational History; Enrollment Management; Extracurricular Activities; School Health Services; School Orientation; *Student Financial Aid; *Student Personnel Services; Two Year Colleges

This book describes significant issues and trends in the evolution of student affairs and reviews current methods and models of practice. The chapters are: (1) "The Philosophical Heritage of Student Affairs," by Stan Carpenter, reviewing the relationship between educational philosophy and student services; (2) "A History of Student Affairs," by Audrey L. Rentz, discussing events shaping student affairs and changing values from the 1870s to the 1990s; (3) "From Admissions to Enrollment Management," by Don Hossler, describing the key processes of enrollment management and a comprehensive management system; (4) "Academic Advising," by Judith J. Goetz, describing the history and organizational patterns of advising; (5) "Career Services," by JoAnn Kroll and Audrey L. Rentz, reviewing the types of services offered and challenges facing practitioners; (6) "Counseling," by Elizabeth Yarris, focusing on the administration and organization of counseling and the services provided; (7) "Discipline and Judicial Affairs," by Michael Dannells, discussing the theory of student discipline and addressing the future of disciplinary affairs; (8) "Multicultural Affairs," by Carolyn J. Palmer and Bettina C. Shuford, addressing the history of minorities in higher education; (9) "Orientation," by Audrey L. Rentz, describing and/or response which examines connections between student achievement and the school, community, and parent relationship. (JW)

ED 397 935 PS 024 172

Makin, Laurie
Quality Talk in Early Childhood Programs.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Day Care; *Discourse Analysis; Early Childhood Education; Elementary Education; Foreign Countries; *Teacher Student Relationship; Teaching Styles; *Verbal Communication
IDENTIFIERS- Australia; Semantic Networks; Teacher Language; Teacher Talk

This study examined the quality of verbal exchanges between teachers and children in 4 primary classrooms and the 4-year-old groups in 4 child care centers in Australia. Data were collected during small group activities for a minimum of 4 hours. Interactions were audiotaped, transcribed, and divided into messages which are equivalent to clauses with or without embedding. Messages were analyzed using five semantic networks. Results from the Year 1 classrooms indicated that one teacher chose commands in over one third of the messages, mainly unsupported exhortative commands to act, and another teacher chose commands almost half the time, but included non-exhortative, supported commands to "cognize." Child care center results indicated that teachers often dominated talk, asking several questions but not giving children a chance to respond. Fewer commands were used in the child care centers than in the Year 1 classrooms and there was a higher incidence of non-exhortative commands; however, few commands were supported with information which might help children understand why they were being commanded to engage in particular behaviors. Results suggest that semantic networks offer a means of mapping quality talk which parallels different teacher leadership styles, such as democratic and authoritarian styles. These semantic networks allow analysis of verbal interaction options not used by teachers and children. (Contains 34 references.) (KDFB)

ED 397 936 PS 024 188

Early Childhood Screening and Assessment: Annotated Lists of Screening and Assessment Instruments.
PUB DATE- Oct 95
NOTE- 141p.; Update of 1991 edition, ED 341 476.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Affective Measures; *Early Childhood Education; Emotional Development; Intelligence Tests; Interpersonal Competence; Language Tests; Perceptual Motor Learning; Preschool Tests; School Readiness Tests; *Screening Tests; Speech Tests

This document provides an annotated list of early childhood screening and assessment instruments in common use by early childhood assessment specialists or listed in current catalogs of major test publishers. No evaluation of instruments on technical or practical merit is included; inclusion or exclusion of a particular instrument should not be viewed as a

Social Services; Staff Orientation; *Volunteers; *Volunteer Training

IDENTIFIERS- Head Start Policy Councils; Matching Funds; *Project Head Start; Valuation Theory; *Volunteer Management; Volunteer Teaching

Since its inception in 1965, Head Start has actively promoted using volunteers and community resources to expand and improve program operations. This document is a collection of policies regarding the use of volunteers and community resources for the benefit of Head Start children and families. It is designed for use by program managers, volunteer coordinators, other Head Start staff, and Policy Council members. The document is organized into 13 sections, each presenting an aspect of volunteer management in the Head Start program. Each section begins with a short commentary, followed by several subsections. Each subsection presents the relevant policy references on the left side of the page, and on the opposite page cites the text from that document. The sections are: (1) "Authority for the Volunteer Program"; (2) "Recruitment of Volunteers"; (3) "Head Start Parents as Volunteers"; (4) "Screening Volunteers"; (5) "Orientation/Training of Volunteers"; (6) "Volunteers in the Education Services Component"; (7) "Volunteers in the Health Services Component"; (8) "Volunteers in the Social Services Component"; (9) "Liability Coverage of Volunteers"; (10) "Allowable Costs Incurred by Volunteers"; (11) "Allowable Volunteer Services for Matching Requirements"; (12) "Valuation of Volunteer Services"; and (13) "Documentation of Volunteer Services." (KDFB)

ED 397 955 PS 024 302

Head Start Social Services Training Manual for Coordinators and Staff.

PUB DATE- 85

NOTE- 288p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Community Resources; Community Services; Community Support; Curriculum Guides; Enrollment Management; Evaluation; Family Needs; Inservice Education; Integrated Services; Lesson Plans; Needs Assessment; Outreach Programs; Parent Participation; Parent School Relationship; Preschool Education; Professional Development; Program Guides; Program Implementation; *Social Services; *Staff Development; Staff Orientation; Student Recruitment; Teaching Guides; Workshops

IDENTIFIERS- *Project Head Start; Recruitment Materials

This training manual is designed for use by local Head Start programs in training current and new entry-level staff to deliver comprehensive social services to Head Start families. The introductory section of the manual provides an overview of Head Start, describes its social service component, and explains the organization of the manual. The second section of the manual discusses effective training techniques. The remainder of the manual contains the curriculum for the training sessions, which are organized into five skill-based modules, each comprised of 4-6 workshops: (1) "Building a Successful Social Services Program," including multicultural awareness, partnerships with parents, effective communication, confidentiality, and record keeping; (2) "Conducting Outreach, Recruitment, and Enrollment"; (3) "Conducting Family Needs collection of national, state, and local data on the well-being of children in a way that increases awareness of their situation and provides the means to address their needs. South Dakota Kids Count tracks children using indicators of health, education, social, and economic well-being, along with information on family income, household relationships, population, and AFDC/Food Stamp usage for each county. This information is organized in the following seven chapters: (1) "Key Demographic Indicators," including information on South Dakota population, family profiles, and a map of counties; (2) "Key Health Indicators," detailing the infant mortality, child death, low birth weight babies, teen violent death, and births to single teens rates; (3) "Key Educational Indicators," including dropout rates, enrollment figures, and disability data; (4) "Key Economic Indicators," including per capita income, females in the work force, AFDC and food stamp usage, and poverty statistics; (5) "Key Safety Indicators," focusing on youth traffic accidents, juvenile justice, and child abuse and neglect statistics; (6) "County Data Tables," a county-by-county detailing of the Key Indicators of Well-Being; and (7) "Sources and Definitions". (BGC)

ED 397 973   PS 024 405

Geiger, Brenda
Fathers as Primary Caregivers. Contributions in Family Studies, Number 17.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Affection; *Attachment Behavior; Child Rearing; Comparative Analysis; Day Care; Family (Sociological Unit); *Fathers; *Homemakers; *Infants; Interviews; Mothers; Nuclear Family; Observation; Parent Child Relationship; *Parent Role
IDENTIFIERS- Affiliative Behavior; Division of Labor (Household); Nontraditional Families; Primary Caregivers; Secondary Caregivers; Security of Attachment

This study compares affiliative and attachment behaviors of nontraditional fathers who are their infant's primary caregivers, secondary caregiving fathers, and primary and secondary caregiving mothers. Subjects were 28 mobile infants and their middle-class American parents. In half of the families, the father was the primary caregiver; in the remainder, the mother was the primary caregiver. Parents were interviewed at home regarding child care arrangements and caregiving tasks. Three interaction episodes were videotaped and coded, each infant interacting with each parent and a friendly stranger in the parents' presence. Findings indicated that nontraditional families shared more caregiving tasks than traditional families. Caregiving amount was related to caregiving role rather than gender. Primary and secondary caregiving parents showed similar affiliative behaviors under non-stressful conditions; however, primary caregivers displayed more affection than secondary caregivers. Under non-stressful conditions, infants displayed similar affiliative behaviors toward parents; however, they displayed more affection toward primary than secondary caregivers. Under stress, infants' preference for primary caregivers emerged. (Six appendices include the Parents' Interview Guide, behavior definitions, observation coding sheets, reliability data, parents' background information, and mean frequency data for parents' and infants' behaviors. Contains 30 tables and 131 references.)

(Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community wracked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach the preschool years, young children may not be able to venture outside the family because they are prevented from going out to play. During the school year, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 397 991 PS 024 510

Benard, Bonnie

El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 96

NOTE- 3p.; For English version, see ED 386 327.

LANGUAGE- Spanish

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *At Risk Persons; Child Development; Critical Thinking; *Educational Environment; Elementary Secondary Education; Grouping (Instructional Purposes); Interpersonal Competence; Personal Autonomy; *Personality Traits; Problem Solving; Student Evaluation; Student Motivation; *Student Participation; *Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods

IDENTIFIERS- Caring; ERIC Digests; *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults, and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite

Tribes; Youth Programs
IDENTIFIERS- *Cultural Values; *First Nations Development Institute; Native Americans

This report describes economic development projects that were funded during 1994-95 by the First Nations Development Institute. The Institute was established in 1980 to help tribes build sound, sustainable reservation economies. Through the Eagle Staff Fund, the Institute regrants funds for culturally viable economic development projects from a pool of resources, provided by a consortium of funders committed to Native American development. Twelve economic development projects are described and related to the primary elements of culturally appropriate development, which include control of assets, spirituality, kinship, and personal efficacy. Projects include the InterTribal Bison Cooperative, which has returned buffalo herds to the Plains tribes; the Nez Perce Young Horseman Program, which has involved young people in revitalizing traditional horse culture; the Mni Sose Intertribal Water Rights Coalition, supporting efforts of Missouri River Basin tribes to assert control over their water rights; the Kalalea Farmers Association in Anahola, Hawaii, which has allowed families to be self-sufficient by marketing vegetables that are normally imported; the Hopi Foundation that develops programs to meet the cultural, economic, and spiritual needs of the Hopi tribe; and Touch the Earth Foundation, which develops tribally operated ecotourism camps that pay for youth camps where tribal elders work with young people. The booklet also covers the Oweesta Program, which addresses the critical lack of access to credit and capital in Native communities; policies of the Institute; a list and brief description of the 40 economic development projects funded by the Institute; a list of foundation and institutional supporters of the Institute during 1993-95; and a financial report of the Institute as of June 30, 1994. Includes many photographs. (LP)

ED 398 008 RC 020 656

Bickel, Robert; And Others
Opportunity, Community, and Teen Pregnancy in an Appalachian State.
PUB DATE- Aug 94
NOTE- 40p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Los Angeles, CA, August 4-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; County School Districts; *Disadvantaged Youth; Dropouts; *Early Parenthood; Economic Factors; *Economic Opportunities; *Females; *School District Size; Secondary Education; Social Influences; Socioeconomic Status; Wages
IDENTIFIERS- *West Virginia

Previous explanations of teen pregnancy have often included uncritical use of the notion of adolescents "at risk." More recently, however, attention has shifted to structurally determined contextual factors to explain teen pregnancy. Such factors include economic and educational opportunities and costs, as well as chances for valued participation in socially and culturally stable communities. This interest in contextual factors parallels a development in the literature on high school dropouts. A West Virginia data set previously employed to study school district variability in high school completion presentations. This independent study unit added the requirement that students become personally involved with their topics and bring their experiences to life for their classmates through an oral presentation. One student took a part-time job in a local nursing home, read literature on gerontology and services for the elderly as well as a novel about an institutionalized elderly woman, and interviewed nurses and residents at the nursing home. For her oral presentation, she came to class in the character of an elderly infirm woman and described her daily experiences and the realities of old age. Another student merged the life story of Michelangelo with a slide show of his art and her own efforts to imitate his style and technique of oil painting. A third student combined his interest in physics and engineering with the novel "Don Quixote," and developed a presentation that addressed humanity's mechanical and metaphoric use of the windmill. (SV)

ED 398 024   RC 020 680

Herbert, Tom
Experiential Learning: A Teacher's Perspective.
PUB DATE- 95
NOTE- 19p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; *Adventure Education; Curriculum Enrichment; Educational Environment; *Educational Principles; *Experiential Learning; High Schools; High School Students; Learning Experience; Models; Personal Narratives; *Relevance (Education); *Risk; *Student Responsibility; Theory Practice Relationship
IDENTIFIERS- Reflection Process

This chapter examines questions about the nature of experiential learning and how the experiential process can be applied in the classroom. Experiential learning may be viewed as a continuum that ranges from passive students receiving transmitted knowledge to active students deeply involved in generating knowledge from their own experiences. The experiential base for learning requires that students make decisions about meaning, interpretation, and content, and take responsibility for deriving meaning from what they have done. Five variables that influence the impact of experiential learning are (1) reality of experience or relevance of vicarious experience; (2) level of risk and uncertainty; (3) student's sense of responsibility and personal investment in what is being undertaken; (4) unpredictability of specific outcomes and teacher's attitudes toward planning and predictability; and (5) student reflection, which derives learning from experience. Problems of applying experiential learning in the classroom include limitations of the classroom itself, restrictions stemming from the school environment, and the need to create vigorous environments where students can be challenged within a behaviorally acceptable climate. Adventure education can be used to overcome these difficulties. Suggestions are offered for building adventures of varying length into the school curriculum. (Contains 13 references.) (SV)

ED 398 025   RC 020 681

Shultz, Gary
History Comes Alive.
PUB DATE- 95

communities from self-sufficient producers to lower-class wage laborers, vocational education in Bureau of Indian Affairs boarding schools, the extent of Cheyenne contributions to the U.S. economy, the extent to which loss of land drove Indians into the wage labor market, incorporation into Laguna culture of the Pueblo's longstanding agreement with the Santa Fe Railroad, importance of Indian labor to the economy of San Diego County, and adaptive changes for survival brought on by the sudden impact of mining. Chapters are: (1) "Native American Labor: Retrieving History, Rethinking Theory" (Martha C. Knack, Alice Littlefield); (2) "Tribal Network and Migrant Labor: Mi'kmaq Indians As Seasonal Workers in Aroostook's Potato Fields, 1870-1980" (Harald E. L. Prins); (3) "Wage Labor in Two Michigan Ottawa Communities" (James M. McClurken); (4) "Indian Education and the World of Work in Michigan, 1893-1933" (Alice Littlefield); (5) "Cheyenne Work in the History of U.S. Capitalism" (John H. Moore); (6) "Nineteenth-Century Great Basin Indian Wage Labor" (Martha C. Knack); (7) "Watering the Flower: Laguna Pueblo and the Santa Fe Railroad, 1880-1943" (Kurt M. Peters); (8) "Indian Labor in San Diego County, California, 1850-1900" (Richard L. Carrico, Florence C. Shipek); (9) "Wage Labor: Survival for the Death Valley Timbisha" (Beth Sennett); and (10) "From Legend to Land to Labor: Changing Perspectives on Native American Work" (Patricia C. Albers). Contains over 700 references, author profiles, end notes, photographs, and an index. (SV)

ED 398 042 RC 020 822

Coogle, Constance L., Ed.; Finley, Ruth B., Ed.
Assisting Black and Rural Caregivers of Elders with Dementia: Progressive Training through Trusted Resources. Final Report.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 30 Nov 94
NOTE- 261p.; Cover title varies: "Families Who Care: Assisting African American and Rural Families Dealing with Dementia. Final Report." For related documents, see RC 020 823-824.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Alzheimers Disease; *Blacks; Community Resources; Coping; *Family Caregivers; Homebound; Long Term Care; Older Adults; Outreach Programs; Pretests Posttests; Program Descriptions; Program Development; Program Effectiveness; Program Evaluation; Questionnaires; *Rural Areas; Rural Family; Training; Training Methods; Workshops
IDENTIFIERS- African Americans; Dementia; *Train the Trainer; *Virginia

A program was developed in Virginia to train Black and rural family caregivers of persons with dementia, particularly Alzheimer's disease. This final program report begins with project briefs that summarize major products and findings, program objectives and accomplishments, and dissemination activities. Chapter 1 addresses issues related to dementia and caregiving in Black and rural communities. Chapter 2 describes activities related to program objectives, including forming partnerships with organizations and community members who helped develop the training curriculum, developing the training package, implementing the "train the trainer" model, evaluating the project, and developing the replication plan. Chapter 3 summarizes results of program evaluation. The 69 community leaders who participated in training gained significant

IDENTIFIERS- Litter Prevention; Solid Waste Management

This curriculum guide is a behavioral-based, systematic approach to changing attitudes and practices related to waste handling. Activities included are on litter prevention, waste reduction, reuse, recycling, composting, waste-to-energy, and landfill. These activities are used to assist students in making informed decisions about waste disposal and its environmental effects. The activities and related material include enrichment and assessment strategies. A listing of the activities by subject area is also included. The five steps of the Keep America Beautiful attitude change system are discussed: get the facts, involve the people, plan systematically, focus on results, and positive reinforcement. Appendices include parent letters, a glossary of key vocabulary terms for use by the instructor, and a reprint of "Overview: Solid Waste Disposal Alternatives." (DDR)

ED 398 063 SE 058 657

McIntosh, Alistair; And Others
Mental Computation in School Mathematics: Preference, Attitude and Performance of Students in Years 3, 5, 7, and 9.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Computation; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Mathematics Achievement; *Secondary School Students; *Student Attitudes; Surveys
IDENTIFIERS- Australia; *Mental Computation

This study was conducted to obtain information related to mental computation from students in Years 3, 5, 7, and 9 in Western Australia. The numbers of subjects were 163, 163, 163 and 152 in years 3, 5, 7, and 9, respectively. The research was designed to provide three different perspectives of mental computation: (1) a survey of the kinds of computations which students in Years 3, 5, 7, and 9 prefer to do mentally; (2) a measure of attitude towards mental and written computation of students in Years 5, 7, and 9; and (3) an assessment of mental computation performance of students in Years 3, 5, 7, and 9. Major findings revealed that: (1) the great majority of students in Years 5, 7, and 9 felt it was important to be good at mental computation; (2) students tended to consider that written computation was mostly learned at school but mental computation was mostly learned outside of school; and (3) the more able the students, the better they could predict whether or not they could undertake a computation mentally. This self-confidence varied considerably both within and across year levels. Implications for curriculum development and teaching practice in the mathematics classroom are discussed. They include: (1) The curriculum needs to be much more flexible to cater to the wide range of ability; (2) Emphasizing skills at the expense of understanding is unlikely to prove effective; and (3) Real life computation involves mental computation and/or calculator use, so classroom teaching should emphasize these aspects rather than traditional paper and pencil algorithms. (MKR)

ED 398 064 SE 058 662

Palmer, Jackie; Powell, Mary Jo
Curriculum Framework (CF) Implementation Conference. Report of

White, Paula A.; And Others
Upgrading High School Math: A Look at Three Transition Courses. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Selection (Students); Demonstration Programs; Educational Change; High Schools; *Mathematics Instruction; *Secondary School Mathematics; *Socioeconomic Status
IDENTIFIERS- California; New York; Reform Efforts

Lower-level mathematics courses often become a dead-end for mathematics course-taking among low-achieving students. However, several new upgraded mathematics courses reflecting emerging standards in mathematics are improving students' chances of taking college preparatory mathematics and raising student achievement. California and New York have created "transition courses" to serve as a bridge between basic and college preparatory mathematics. This document focuses on the nature of instruction in transition mathematics courses, the consequences of student placement in the new transition courses, and the linkages among course type, course content, and students achievement. The findings presented here are based on both qualitative and quantitative data gathered from seven high school in San Diego and San Francisco in California and in Buffalo and Rochester in New York. Schools were chosen which had high percentages of minority and low-income students because the problem of dead-end classes for low-achieving students is most severe in such schools. Benefits of the upgrade mathematics courses included students taking more challenging and useful mathematics, students learning more, the material covered was more practical and relevant to real life situations, and students had a better opinion of mathematics and a higher sense of self-esteem. Despite the benefits identified, problems in the implementation of the transition courses included: unclear objectives; a lack of teacher training; problems in course design, student placement and course sequencing; and a differentiated curriculum remains. Findings lead to four policy recommendations: (1) lower-level, general math courses should be eliminated; (2) improve implementation by having clear objectives and staff development; (3) pay more attention to student attendance, mobility patterns and student placement in courses; and (4) while the transition courses represent an improvement, the researchers' data supports eliminating low-level mathematics and requiring all students to take college preparatory math. (MKR)

ED 398 086   SO 024 571

Bodine, Richard J.; And Others
Creating the Peaceable School. A Comprehensive Program for Teaching Conflict Resolution. Program Guide.
PUB DATE- 94
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; *Bilingual Education; Bilingualism; Foreign Countries; Language; *Latin American Culture; *Latin American History; *Latin Americans; Multicultural Education; Secondary Education; Social Studies
IDENTIFIERS- *Mexico (Chihuahua State); *Mexico (Tarahumara Region)

This report explores two bilingual educational approaches currently in use in Mexico and the United States. The study pursues a limited comparison between two modalities of bilingual instruction, as observed and reported in the consulted literature. The U.S. model featured is knoun as the two-way bilingual model, an additive approach to instruction. The Mexican Spanish/Tarahumara/Tepehuano bilingual educational model is discussed within the scope of this project. Both countries face the challenge in their educational systems of providing bilingual content area instruction to monolingual populations. Contains 38 references. (EH)

ED 398 108 SO 026 356

Sauvage, Pierre
Weapons of the Spirit, Transcript of the Feature Documentary. Bill Moyers Interviews Filmmaker Pierre Sauvage, Transcript of the P. B. S. Broadcast, and Additional Background Material.
PUB DATE- 89
NOTE- 210p.; Accompanying two part videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adults; *Critical Viewing; Cultural Awareness; Elementary Secondary Education; Enrichment Activities; *Foreign Countries; Interdisciplinary Approach; Multimedia Materials; *Personal Narratives; Postsecondary Education; *Social Studies; World War II
IDENTIFIERS- *France (Le Chambon); French Resistance; Holocaust; Nazi Occupation of France

This documentary tells the wartime story of Le Chambon, a tiny Protestant village in France that defied the Nazi occupation and provided a safe haven for thousands of Jews. Using interviews, old photographs and footage, and specially declassified documents, the film and transcript examine the difference between being a bystander and a participant in the salvation of Jews from Nazis, and celebrates humanity's capacity for good. The transcript of the documentary and Bill Moyers' interviews with Pierre Sauvage includes over 70 pages of background articles, interviews, maps, bibliographies, and directed discussion guidelines for the classroom. (DQE)

ED 398 109 SO 026 376

Bibliography of Assessment Alternatives: Social Studies. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

"Bilingualism in Early Childhood Education: What Do We Know? What Do We Do?" (Laurie Makin). Professional notes, classroom activity ideas, samples of children's classroom creations, notes on classroom resources for French, German, and Spanish instruction, and a professional calendar are also included in each issue. (MSE)

ED 397 675 FL 024 000

Newman, Michael; Trenchs, Mireia
Academic Literacy on Two Continents: The Role of Community Norms.
PUB DATE- Mar 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Cognitive Processes; *College Preparation; College Students; Comparative Analysis; Comparative Education; *Educational Attitudes; *Information Processing; *Learning Processes; Literacy; *Local Norms; Reading Processes; Spanish; Standards; *Student Attitudes; Student Behavior

A study in two countries investigated college students' conceptions of "academic literacy," defined as the system of information exchange or mastery of the elements of such a system. Subjects were nine students, four at Ohio State University, a long-established "mega-university," and five at Universitat Pompeu Fabra, a small, newly-established university (Barcelona, Spain). Data were gathered through student reading logs, weekly interviews, examination of tests, papers, and exercises, and analyses of assigned readings. It was found that in both contexts, students were engaged in an information processing "game," a rule-governed activity, consisting of information retrieval, manipulation, processing, and display. These activities are largely driven by the assessment process. The game's demands for information processing and display clashed with the students' self-imposed curriculums, creating dissatisfaction for them. The more academically successful the student, the more clearly he appeared to be able to articulate the differences between the game and his perceived learning. All expressed interest in learning. However, student behavior differed in the two contexts in approaches to written language and in the nature of the self-imposed curriculum. Contains 23 references. Some interview excerpts in Catalan are appended. (MSE)

ED 397 676 FL 024 001

Conefrey, Theresa
"Again, Another Solution by Daddykins!": Socializing Family Roles in Narrative.
PUB DATE- Mar 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Role; Discourse Analysis; Family Life; *Family Relationship; *Group Dynamics;

Instruction; *Student Centered Curriculum; Student Evaluation; Units of Study; Vocational Education; Whole Language Approach

This curriculum is an extensive revision and expansion of a previous competency-based survival English-as-a-Second-Language (ESL) curriculum designed to bring ESL learners to a level of proficiency that would enable them to adapt to most everyday situations, even if not specifically trained for each situation. This curriculum maintains a competency-based approach, integrating it into a functional-context framework based on learner input and comprising a whole language view of language and literacy development. It consists of 8 levels of instruction along a continuum from basic literacy to preparation for vocational and/or academic training. It can be used as a stand alone system of instruction or can link basic ESL offerings to vocational programs and community college level ESL. Each level consists of an entry description across the four language skills (speaking, listening, reading, and writing), 9-12 instructional units each organized in a matrix consisting of objectives, language functions, resources, and ideas for integrating the language skills. Comprehensive information is provided on the organization and use of the curriculum, including how to do course planning, unit planning and lesson planning and how to integrate and document learner evaluation. An extensive appendix includes indices of objectives, functions, and grammatical structures, suggestions for teaching grammar and integrating cross-cultural information, sample lesson plans, tools for evaluating learner progress, and bibliographies of professional materials and classroom materials. (CVD)

ED 397 696   HE 029 278

Dixon, Terry P.
Summary of a Comparison of Select Items from the 1992 and 1995 (Revised) Clarkson College Higher Education Research Institute's Faculty Survey.
PUB DATE- Jul 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Rank (Professional); Aging in Academia; *College Faculty; Comparative Analysis; *Decision Making; Degrees (Academic); Higher Education; Item Analysis; *Racial Identification; School Surveys; Statistical Surveys; Tables (Data)
IDENTIFIERS- *Clarkson College NE; Diversity (Faculty)

This study compared selected items from the 1992 and 1995 (Revised) Higher Education Research Institute's Faculty Surveys (HERIFS) for Clarkson College (Nebraska). The HERIFS surveys are designed to collect data concerning faculty at various institutions nationwide for comparative purposes. This study attempted to identify changes between selected items on the college's 1992 and 1995 surveys; to draw conclusions from analysis of the data concerning expected outcomes for Clarkson College faculty; and to provide recommendations to the college for use in decision making. Included are six tables and one chart that contain data relating to number, age, faculty rank, and racial background of respondents, as well as their highest degree earned, degrees they are working toward, and years in present position. Among changes between 1992 and 1995 identified are an aging faculty, fewer faculty at higher academic ranks, a lack of faculty diversity, and fewer faculty pursuing more advanced degrees. Recommendations are given for

Learning Communities' Impact on National Agenda Goals for Higher Education. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Change Strategies; College Freshmen; Community Colleges; Comparative Analysis; *Coordination; Educational Environment; *Group Dynamics; *Grouping (Instructional Purposes); Higher Education; Interaction Process Analysis; Interpersonal Competence
IDENTIFIERS- *AIR Forum; *William Rainey Harper College IL

This study compared achievement of students in two types of deliberate learning communities at William Rainey Harper College (Illinois) with achievement of students in two comparative groups. In the "linked classes" format, the same students enrolled in the same two course sections and two faculty members taught in a team format. In the "coordinated studies" format, one group of students all registered for the same five course sections. There were 125 students in the linked classes model and 256 students in three clusters of coordinated studies programs. Transcript analysis was used to examine traditional academic achievement and a survey instrument was used to determine the extent to which such objectives as group skills and improved learning attitudes were achieved. Results of both formats on students' later achievement in advanced courses were unclear since few of these students took advanced courses and many were no longer enrolled at the follow-up time. However, two measures (grade point average at Harper and percent saying they felt their technical skill preparation for a job was good) favored the comparison groups over the experimental groups. Significant differences in group skills and in attitude toward learning favored the experimental groups over the comparison groups. The report suggests the need for evaluation of the comparative costs and benefits of wholistic learning communities. (Contains 13 references.) (CK)

ED 397 714   HE 029 314

Atkin, Eugene
Students' Learning Stages and Academic Assessment. AIR 1996 Annual Forum Paper.
PUB DATE- 8 May 96
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Age Differences; College Students; Community Colleges; *Counseling Techniques; Curriculum Design; English (Second Language); Higher Education; Institutional Research; *Learning Processes; Public Colleges; Questionnaires; Sex Differences; Student Attitudes; *Student Characteristics; Student Development; Student Evaluation; Student Experience; *Student Surveys
IDENTIFIERS- *AIR Forum

This study explored the usability of learning stage data using

ED 397 732 HE 029 332

Kelly, Leonard J.
Implementing Astin's I-E-O Model in the Study of Student
Retention: A Multivariate Time Dependent Approach. AIR 1996
Annual Forum Paper.
PUB DATE- May 96
NOTE- 26p.; Paper presented at the Annual Forum of the
Association for Institutional Research (36th, Albuquerque, NM,
May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Case Studies; *Dropout
Characteristics; Higher Education; Institutional Research;
*Military Schools; Military Training; Models; Organizational
Climate; Predictor Variables; Social Integration; *Statistical
Analysis; *Student Adjustment; Theories; Time Perspective
IDENTIFIERS- *AIR Forum; Coast Guard Academy CT; *Input
Environment Output Model

A study used Alexander Astin's (1993) Input-Environment-Output (I-E-O) model to examine persistence at the United States Coast Guard Academy (Connecticut). Because the study was conducted in a controlled social environment, measures of social environmental influence were derived from multiple inputs, including adaptability polls wherein every student's "fit" was assessed by all others in his organizational unit each semester. Subjects were 619 cadets entering the Academy with the classes of 1991 and 1993; the groups had similar profiles. The research questions addressed the extent to which (1) input variables and academic and social involvement at the end of each of the first four semesters differentiated between persisters and non-persisters; and (2) how input variables related to academic and social integration. Results confirmed the longitudinal nature of the model and the general longitudinal theory of student retention. They also established that the effects of academic and social integration were time-dependent and had their most dramatic impact in the time periods immediately after being received. Results further indicated that the effects of early measures of academic performance and social integration were important indicators of long-term persistence. Additional findings suggest need for further examination of the effects of the required pre-freshman summer program on persistence. Contains 47 references. (MSE)

ED 397 733 HE 029 333

Hurtado, Sylvia; And Others
Differences in College Access in Choice among Racial/Ethnic
Groups: Identifying Continuing Barriers. AIR 1996 Annual Forum
Paper.
PUB DATE- May 96
NOTE- 46p.; Paper presented at the Annual Forum of the
Association for Institutional Research (36th, Albuquerque, NM,
May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *College
Applicants; *College Choice; Comparative Analysis; Databases;
*Ethnic Groups; Higher Education; Hispanic Americans;
*Institutional Research; Longitudinal Studies; Minority Groups;

categorized into nine influence dimensions (rational, consultation, inspiration, ingratiation, legitimating, exchange, coalition, personal, and pressure). Analysis of responses revealed, that, on the average, rational persuasion, consultation, and inspiration appeals were moderately used; ingratiating appeals and legitimating tactics were used occasionally; and exchange tactics, personal appeals, coalition tactics, and pressure tactics were very seldom used. Except for legitimating tactics, all influence dimensions differed significantly in frequency of use by organization direction defined as directed toward co-workers, subordinates, or superiors. Personal characteristics and college size were not strong correlates of influence tactic use. This community college population used influence more often than a comparison corporate population though the rank order of use by influence tactics was almost identical. Possible confounding aspects such as under-reporting of tactics perceived to be self-serving are addressed. (Contains 8 tables and 34 references.) (DB)

ED 397 751   HE 029 351

Shepard, Linda L.; And Others
The Effect of Prematriculation Activity on Freshman Enrollment:
  Guess Who's Coming and Guess Who's Staying. AIR 1996 Annual
  Forum Paper.
PUB DATE- 6 May 96
NOTE- 20p.; Paper presented at the Annual Forum of the
  Association for Institutional Research (36th, Albuquerque, NM,
  May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Rank; *College Admission; *College Applicants;
  College Bound Students; College Choice; College Entrance
  Examinations; *College Freshmen; *Enrollment Influences;
  *Enrollment Projections; Higher Education; Institutional
  Research; Trend Analysis
IDENTIFIERS- *AIR Forum; *Indiana University Bloomington

Changing patterns in how students apply to colleges and universities have affected the way institutional researchers project enrollment. This paper explores the usefulness of adding student prematriculation activities (i.e., commitment to enroll, registration patterns, and academic ability). Trends in prematriculation activity identified include increased student time investment in the college choice process, increased amount of information available to students, and increased numbers of applications sent out by each student. Admission trends have reflected these changes in record numbers of applications, declines in first year enrollments, more acceptances offered by colleges, but fewer students enrolling in their first choice of college. The data for this study were freshmen from 1991 to 1995 at Indiana University-Bloomington who were counted at four different times in the enrollment process. Findings indicated that although fewer students paid the enrollment deposit by May 1, 88 percent of those who did registered for classes in July. Numbers of students registering in July added significantly to the accurate prediction of fall enrollment as did student Scholastic Assessment Test scoree and high school rank. (DB)

ED 397 752   HE 029 352

Delaney, Anne Marie
The Role of Institutional Research in Higher Education: Enabling

university, high school, community, and association leaders and representatives: a list is provided. Sections of the report explain the seminar process and objectives, the reason the topic was chosen for the seminars, root causes of the access and success problem, the urgency in addressing it, societal causes of the problem both within the community and beyond its control, the role of the college as a community member, the place of elementary and secondary schools in the education continuum, and the importance of parent participation in access and success. Both general and specific recommendations for action are offered in these areas: development of a conference series involving all stakeholders; increasing and enhancing community service efforts; teacher preparation; higher education marketing; a telephone hotline; a computer network of schools, colleges, and community agencies; school-university partnerships; after-school personal development programs for students; parenting skills programs; and specialty camps to provide enrichment. Some comments of seminar participants are included. (MSE)

ED 397 769 HE 029 371

Benefield, Larry D.; And Others
Assessment and Quality in Higher Education: A Model with Best Practice.
PUB DATE- Jun 96
NOTE- 12p.; Paper presented at the Conference on Assessment and Quality of the American Association for Higher Education (Washington, DC, June 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Administration; Dropout Prevention; *Educational Quality; *Engineering Education; Higher Education; *High Risk Students; *Institutional Research; Intervention; Longitudinal Studies; Predictor Variables; Program Descriptions; *Quality Control; School Holding Power
IDENTIFIERS- *Continuous Quality Improvement

A study of a continuous quality improvement effort at Auburn University (Alabama) is reported. The study investigated variables predicting which students are at risk of failure. Data were drawn from the records of pre-engineering students enrolling at the university in fall terms of 1991 and 1993-95 (n=2,505). Data sources included achievement tests, high school transcripts, several standardized psychometric tests, freshman survey results, college grades, and exit questionnaire responses. Results are presented concerning the proportion of white and black pre-engineering students making a successful transition to the engineering program, correlation between college entrance examination scores and college grades/program completion, the predicted impact of raising entry standards, racial differences in achievement in pre-engineering, sex differences in achievement, correlation of personality factors and achievement, relationship of persistence to student use of time, program elements that students liked or disliked, and reasons offered for leaving engineering. Results of a survey of students (undergraduate and graduate) and faculty in the college of engineering, designed to identify factors important in improving the program (curriculum, accreditation, financial support, post-graduation employment, group working experiences, course attributes, cooperative experience, instruction) are then summarized. (MSE)

Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; Computer Science Education; Higher Education; Individualized Instruction; Introductory Courses; *Learner Controlled Instruction; Learning; Pacing; *Relevance (Education); Required Courses; *Student Attitudes; *Student Role; Teaching Methods; Undergraduate Students
IDENTIFIERS- Contextual Thinking

Mandatory introductory level college courses, or "service courses," tend to be taught in lecture format, in a linear order from the instructor's point of view, and to classes of anywhere from 50 to 600 or more students. Students have individual differences and diverse learning styles which are difficult to address in a large class. Computer-based instruction can help overcome these constraints by adapting the content of the basic required courses to contexts relevant for the student, and by allowing the student to choose the most personally relevant context at the time of instruction. The learner-controlled format allows learner choice of lesson sequence, pacing, content, and other instructional variables that are adaptive to cognitive styles and prior knowledge. This gives the learner a sense of ownership of content, promoting relevancy and knowledge acquisition. A theoretical framework and foundational research are discussed. A pilot study was conducted of undergraduate students enrolled in a required introductory computer science class. Eighty-one of 140 students (72%) completed all parts of the study. A pre-attitude survey contained questions about demographics and most and least preferred context. The subjects were randomly assigned to three treatment groups, in which subjects were administered the program through: (1) their most preferred choice of context, (2) their least preferred choice of context, and (3) the abstract lesson, with no context. An attitude/motivation survey was conducted before and after the instruction to assess changes in students' attitudes/motivation towards the subject matter. A no-context achievement post-test testing recall, application, synthesis and evaluation of the concepts learned in the lesson was given to all participants. (Contains 24 references.) (SWC)

ED 397 788 IR 017 976

Doran, Martha S.; Klein, James D.
The Effects of Learning Structures on Student Achievement and Attitude Using a Computer Simulation.
PUB DATE- 96
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accounting; College Students; *Computer Assisted Instruction; Computer Simulation; *Cooperative Learning; Higher Education; *Independent Study; Interaction; Learning Motivation; Learning Strategies; Small

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brainstorming; *Communication Apprehension; Creative Activities; *Criticism; Grade 7; Group Activities; *Group Discussion; *Inhibition; Junior High Schools; Problem Solving; Productivity; Verbal Communication
IDENTIFIERS- Cognitive Load; Idea Generation; Student Preferences

Alex F. Osborn's group brainstorming treatment remains the most frequently applied procedure for the creative generation of ideas despite considerable evidence that demonstrates its ineffectiveness. This paper synthesizes many findings that challenge the premise that Osborn's traditional "group" brainstorming treatment is the optimal method for the generation of creative ideas. The purpose of this study is to investigate whether an alternative form of group brainstorming, the IGP (Individual Orientation-Group Interactions-Personal Reflection), will facilitate a higher total production of ideas in learning groups, and more broadly, to see how the group effect may hinder idea production. This method allows participants to experience the benefits of both individual and group sessions. Participants were 108 seventh graders from an urban Midwestern public middle school enrolled in mixed ability English composition classes. One week before the study, all students were given a workshop devoted to the purposes, instructions, and procedures of the two brainstorming treatments. Next all participants were assessed for individual levels of communication apprehension. These scores were used to divide students into high or low apprehensives. Results indicated that although placing participants in groups of four dominates the existing body of research, there is no evidence that this is a necessary condition. The study found that waiting for one's turn to speak caused students either to squelch the idea or to devote time to cognitive rehearsal of their "presentation" rather than to listening. Group sessions can also cause distractions and cognitive overload. Revisions may be needed to both brainstorming methods. (Contains 20 references.) (AEF)

ED 397 807 IR 017 995

Koetting, J. Randall
What We Talk about When We Talk about Philosophy and Educational Research (with Apologies to Raymond Carver).
PUB DATE- 96
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; Critical Thinking; *Educational Philosophy; Educational Practices; Educational Principles; Educational Quality; Educational Research; *Educational Theories; *Inquiry; Research Methodology; Theory Practice Relationship
IDENTIFIERS- Conceptual Frameworks

This paper takes the position that philosophy is a critical avenue with which to approach a study of schooling, and that study of philosophy and philosophy of education will provide a

Instructional Technologists?
PUB DATE- 96
NOTE- 33p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Appropriate Technology; Computer Attitudes; Computer Literacy; *Computer Uses in Education; Educational Planning; *Instructional Design; Instructional Innovation; Intermediate Grades; *Job Analysis; Job Skills; Junior High Schools; Middle Schools; Public School Teachers; Students; Surveys; Tables (Data); Teacher Education; Teacher Educators; *Teacher Role; Teaching Methods
IDENTIFIERS- Competency Needs; *Instructional Support Services; *North Carolina; Technology Integration

Public schools have created the position of the Technology Resource Teacher (TRT) in an attempt to establish a technical and instructional support system at the school level to assure the proper usage of technology (particularly computers) by both teachers and students. This study explores the roles and responsibilities of the Technology Resource Teacher (TRT), and the effects of the TRT's role on the integration of technology in the classroom. The study also examines how the TRT's role differs from that of instructional designers/technologists in the same position. The study was conducted at six middle schools in a school district in southeastern North Carolina, with data collected through interviews, classroom, workshops, and site observations, records, reports, documents, questionnaires, attitude surveys, and focus group discussions. Results showed that the role and responsibilities of TRTs are primarily instructional, although technical and administrative responsibilities are also expected. Excellent communication skills, the ability to understand the dynamics of teaching and the role of teachers, being able to work closely with classroom teachers, and familiarity with the school context all contribute to the success of the TRT. TRTs' instructional strategies varied, however; they did not conduct needs analyses, did not prioritize needs, did not have specific objectives, nor did they have a planned action for implementation and evaluation. Had the TRTs been trained in the field of instructional design, they would have combined their experience in the school environment with an analytical, systematic, and evaluative approach. Suggestions for improvement include: (1) recruit educators to become potential instructional designers in the public schools; (2) include a public school internship component to instructional technology programs; (3) provide inservice instructional technology training for public school teachers; and (4) target potential employment opportunities such as Technology Coordinator, Technology Resource Teacher, and other public school technology positions. A copy of the computer survey is appended. (Contains 18 references and 22 tables.) (Author/SWC)

ED 397 824 IR 018 012

Powell, Gary C.; And Others
Responding to Cultural Diversity.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of Selected Research and Development

instructors are perceived by learners as having the prime responsibility for learner interest or boredom. (Contains 49 references.) (SWC)

ED 397 841 IR 018 029

Smith, Patricia L.; Ragan, Tillman J.
Impact of R. M. Gagne's Work on Instructional Theory.
PUB DATE- 96
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Cognitive Processes; Curriculum Design; *Instructional Design; Learning Processes; *Learning Theories; *Theory Practice Relationship
IDENTIFIERS- Curriculum Theories; *Gagne (Robert M); Historical Background; *Instructional Theory; Learning Hierarchies

Although Robert M. Gagne's work is often thought of as learning theory, his contributions can most appropriately be considered as an "instructional theory." This denotes an integrated set of principles based upon learning theory, other relevant theories, and sound replicable research, that permits one to predict the effects of specific instructional conditions on a learner's cognitive processing and the resulting learned capabilities. This paper discusses: (1) the status of instructional theory before Gagne, specifically, curriculum theory and applied learning theory; (2) precursors to instructional theory; (3) instructional theory contributions, including the development of the types of learning, the learning hierarchies concept, events of instruction, and conditions of learning; (4) the relationship of Gagne's work to learning theory; (5) the influences of Gagne's theory on instructional design models; and (6) the influences of Gagne's theory on curriculum design. Gagne's process of developing, refining, and extending his theory over time based upon new research and theory distinguishes him among scholars in the fields of educational psychology and instructional theory. (Contains 93 references.) (SWC)

ED 397 842 IR 018 030

Smith, Sylvia; And Others
The Impact of Qualitative Observational Methodology on the Authentic Assessment Process.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Critical Thinking; Critical Viewing; *Educational Assessment; *Evaluation Methods; Formative Evaluation; *Instructional Effectiveness; Learning Strategies; Measurement Objectives; *Observation; Problems; Problem Solving; Qualitative Research; Relevance (Education);

entries including postal and electronic addresses, phone and fax numbers, descriptions of catalogs, and details on discounts and guarantees. Many of the organizations and publishers represented are designated as having a "Christian" orientation; (2) 94 "resources for stocking a home library conveniently," with similar entries; (3) a 32-book resource guide with annotations; (4) book guides and reference works available from R. R. Bowker; (5) magazines and newsletters that review children's books and educational materials; (5) resources aimed at home-schooled children; (6) books that list cost-saving ideas, or describe where to obtain books for free or at a discount; and (7) books and resources recommended by the author. (SWC)

ED 397 859 IR 055 955

Federal Libraries and Information Centers in the United States: 1994. E.D. Tabs.
PUB DATE- Jul 96
NOTE- 117p.; Prepared for NCES by the Bureau of the Census.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Federal Government; *Government Libraries; Library Automation; Library Collections; Library Personnel; Library Services; *Library Statistics; *Library Surveys; *National Surveys; Preservation; Tables (Data)

This report is based on information from the Federal Libraries and Information Centers Survey, FY 1994. Data in this report came from federal libraries and information centers that meet certain criteria, which includes having at least one paid part-time or full-time principal staff person. Nationwide, 94.1% of the libraries and information centers responded. The 34 tables in this report summarize staffing, collections, service per typical week, automation, technology, and preservation for federal libraries and information centers in the 50 states and District of Columbia, excluding elementary and secondary school libraries. The requests and searches service data are per typical week FY 1994, whereas, the remainder of the data are annual FY 1994. The survey methodology and the survey questionnaire are included at the end of the document. (AEF)

ED 397 860 JC 960 429

Kirk, Henry P.
Centralia 21st Century Visioning Project, 1994-1996. Final Report.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizen Participation; *Community Attitudes; Community Colleges; *Community Development; *Community Involvement; Community Planning; Community Surveys; *Employer Attitudes; Needs Assessment; Neighborhood Improvement; Two Year Colleges; Urban Improvement; *Urban Planning
IDENTIFIERS- *Washington (Centralia)

The Centralia 21st Century Visioning Project was undertaken by the city of Centralia, in Washington, and Centralia College to determine a vision for the city for the next century based on citizen and business input. In summer 1994, the college conducted a survey of 185 businesses from the city's downtown responses and standard deviations, and course announcements are appended. (TGI)

ED 397 878 JC 960 476

Community Needs Assessment, 1994. Research Paper Series, Number 2.
PUB DATE- Apr 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; *College Planning; *Community Attitudes; Community Colleges; *Community Satisfaction; Community Surveys; *Educational Demand; Enrollment Influences; *Needs Assessment; *Participant Satisfaction; School Effectiveness; Student Educational Objectives; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Riverside Community College CA

From November 1993 to February 1994, Riverside Community College (RCC), in California, conducted telephone surveys with 993 households in the college's service area to gather information on the amount and type of demand for educational services, identify factors affecting students decisions about attending a postsecondary institution, evaluate former students' and community members' satisfaction with services, and assess community views on RCC's mission. The sample consisted of randomly selected, English speaking residents in the college's three service areas: Moreno Valley, Riverside, and Norco. An analysis of survey responses revealed the following: (1) districtwide, the total enrollment demand for 1994-97 was estimated to be 86,500, which would require RCC to maintain a growth rate of 13% per year; (2) the fields with the highest demand were business management, cited by 21.2% of the respondents, and health sciences, cited by 19%; (3) potential students were primarily concerned with the quality of instruction at the institution and the availability of their program of study; (4) overall, former students' satisfaction with RCC was high, receiving a rating of 4.24 out of 5; (5) respondents rated transfer education as the most important function of RCC; and (6) differences among the three campus service areas were found in enrollment demand, importance of location of institution, and reasons for pursuing postsecondary education. Contains survey results for the district and each of the three service areas. The survey instrument is appended. (TGI)

ED 397 879 JC 960 477

RCCD Factbook, November 1995.
PUB DATE- Nov 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Characteristics; Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; Enrollment Trends; *Institutional Characteristics; *Personnel Data; Salaries; *Student Characteristics; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Riverside Community College CA

The first issue of Riverside Community College District's (California) factbook, this report presents a composite view of were employed part-time by choice, and 13% were employed part-time involuntarily; (3) the average annual full-time salary was approximately $44,400, 2.1% higher than the salaries of previous years and the highest salary paid to any WRHC graduate group; (4) only 52% of the respondents indicated that they were satisfied with their chosen profession, the lowest level since 1987; (5) the most frequently awarded benefits were reduced fees for dental work (91%), uniform allowance (76%), paid holidays (71%), and paid vacations (71%); and (6) of 41 specific job tasks, the graduates reported that they were very well prepared for 22 tasks, more than adequately prepared for 12 tasks, adequately prepared for 5 tasks, and less than adequately prepared for only 2 tasks. Data tables and comments from graduates from 1991 to 1994 are included. The survey instrument and cover letter are appended. (BCY)

ED 397 897 JC 960 506

Lucas, John A.; Soto, Linda
Follow-Up Study of Students in the Institute for Supervisory and Management Development. Volume XXIV, Number 3.
PUB DATE- Sep 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Community Colleges; *Institutes (Training Programs); Management Development; *Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

In spring 1995, a study was conducted at William Rainey Harper College (WRHC) in Illinois to determine the characteristics and perceptions of students enrolled in WRHC's Institute for Supervisory and Management Development from fall 1993 through spring 1995. Surveys were completed by 27 currently enrolled estimated for this study used K. S. Cameron's (1978, 1986) nine dimensions of on their characteristics, educational objectives, and evaluation of the effectiveness of the Institute. Study findings included the following: (1) 63% of the students were female, 36% had a bachelor's degree or higher, and their average age was 41; (2) unlike WRHC's other programs, 47% of the Institute's students came from outside the college's district; (3) 82% were employed in the service industry, while the median number of employees in respondents' place of work was 160; (4) with respect to their motivations in attending the Institute, 74.6% cited a desire to learn something new and 52.6% cited career advancement; (5) 33.6% rated the quality of instruction as excellent, 52.8% as very good, and only 13.6% as adequate; and (6) 80% cited the Institute's convenience as a major advantage, 56% the selection of offerings, 51% its low cost, and another 51% the high quality of instruction. The survey instrument is appended. (BCY)

ED 397 898 JC 960 507

Lucas, John A.; Setlik, Patricia
Follow-Up Study of Former Transfer and Career Management Students. Volume XXIV, Number 4.
PUB DATE- Sep 95
NOTE- 29p.
LANGUAGE- English

the purpose of orientation and providing three program models; (10) "Residence Halls," by John H. Schuh, reviewing trends from the colonial period to the present; (11) "Student Activities," by Edward G. Whipple, describing the programs available and legal and funding issues; (12) "Student Financial Aid," by Michael D. Coomes, focusing on aid programs available and current issues and trends; and (13) "Student Health," by Josh Kaplan, Edward G. Whipple, and Jeanne Wright, reviewing the history of student health services and emerging issues related to gene research, technology, and AIDS/HIV. (TGI)

ED 397 917 JC 960 540

Employment Statistics Report. 1995 Graduate Employment Survey.
PUB DATE- Jun 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Education Work Relationship; *Employment Patterns; Employment Statistics; Followup Studies; Foreign Countries; Graduate Surveys; Job Training; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; *Salaries; Two Year Colleges; *Vocational Followup
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

The Saskatchewan Institute of Applied Science and Technology (Canada) surveyed 3,006 students who graduated from its 4 institutes and its extension programs in 1995 to determine their employment status, the relationship between their employment and their education, and their overall evaluation of the training they received. Responses were received from 1,869 graduates, including 1,558 from on-campus programs and 311 from off-campus extension programs. Major findings include the following: (1) 81% of the respondents were employed, 12% were unemployed, and 7% were not in the labor force; (2) 78% of employed respondents were in occupations related to their training and 79% of them were working full-time; (3) for graduates of on-campus programs, the average salary for respondents in full-time jobs related to their training was $1,833, while for extension graduates it was $1,659; (4) 62% of the on-campus respondents who were not working had worked at some time since completing their training, compared to 57% of the off-campus graduates; (5) 99% of all respondents rated the overall program quality as good to excellent, while 94% indicated that the training had met their expectations; and (6) 92% of employed respondents were working in Saskatchewan. Appendixes include the overall survey results, a list of off-campus programs included in the survey, a description of program changes from 1993-94 to 1994-95, and the survey instrument. (TGI)

ED 397 918 JC 960 543

Houston, Linda, Ed.
OATYC Journal, Volume XX, Numbers 1-2, Fall 1995-Spring 1996.
PUB DATE- 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Distance Education; Engineering Education; Nursing Education; Tech Prep; Total Quality Management; Two Year Colleges

judgment about the instrument's value. Instruments are listed alphabetically by title and by type of assessment. For each instrument, the publisher's name, inclusive age ranges, and a brief description are included. Described in this document are 60 screening instruments; 32 intellectual or cognitive instruments; 70 speech and language instruments; 16 pre-academic or academic instruments; 12 motor, sensorimotor, or sensory instruments; 38 adaptive behavior, social competency, or social-emotional instruments; and 20 multi-skills batteries or developmental inventories. The document concludes with a list of the test publishers' addresses. (KDFB)

ED 397 937 PS 024 215

A Guide for Operating the Head Start Home-Based Program Option.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Child Development; Home Instruction; *Home Programs; *Home Visits; Integrated Services; Leadership; Needs Assessment; Parent Education; Parent Participation; Planning; *Program Administration; Program Development; *Social Services; Supervisors; Training; Volunteers
IDENTIFIERS- CDA; Child Development Associate; Community Needs; Family Support; *Home Based Programs; Home Visitors; *Project Head Start

This guide provides ideas and procedures to help agencies in providing services to children and families through the home-based program option of Head Start. It is designed to assist program administrators who are beginning Head Start Home-Based programs for the first time as well as those seeking to strengthen existing programs. The chapters are: (1) "Planning for the Delivery of Services," including home visits, community outreach, meeting home-based requirements, staffing, and budgeting; (2) "Program Implementation," describing the activities of the director, home visitors, and supervisor along with aspects of group socialization such as facilities, transportation, environment, appropriate practice, and parent participation; and (3) "Program Review and Monitoring." Appendices include sample job descriptions, sample forms, and a listing of community and training resources. (BGC)

ED 397 938 PS 024 228

Van Horn, Sandra D.
Implementing a System To Acquire Necessary Client Supplies for Families Served by a Centralized Child Care Social Services Department.
PUB DATE- 96
NOTE- 127p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Committees; *Community Involvement; Costs; *Day Care; Early Childhood Education; Educational

Assessment"; (4) "Providing Services to Individuals and Families"; and (5) "Establishing and Maintaining Community Service Linkages." For each training module, the introduction provides a brief overview of the training sessions and instructions for conducting each training session follows. The outlines include session objectives, time required, list of participant materials, advance trainer preparation required, and a step-by-step breakdown of each activity. Suggestions for local variations, a time frame for completing the 92 1/2 hours of training during the year, using a co-trainer, and enhancing trainer skills are included. An index facilitates identification of training sessions covering particular topics. (KDFB)

ED 397 956   PS 024 314

Stone, Sandra J.
Creating the Multiage Classroom.
PUB DATE- 96
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Design; *Classroom Environment; Continuous Progress Plan; Cross Age Teaching; Curriculum Design; Curriculum Development; *Educational Innovation; Educational Philosophy; Elementary School Curriculum; English Curriculum; Evaluation Methods; Learner Controlled Instruction; Mathematics Curriculum; *Mixed Age Grouping; *Multigraded Classes; Nongraded Instructional Grouping; Nontraditional Education; Portfolio Assessment; Primary Education; Process Education; Program Evaluation; *School Restructuring; Science Curriculum; Social Studies; Student Centered Curriculum; Student Evaluation
IDENTIFIERS- *Child Centered Education

School restructuring movements have gained a great deal of national attention. This guidebook addresses the multi-age classroom movement, in which a mixed-age group of children stays with a given teacher for a number of years. The work provides a complete design for the mixed-age primary classroom, from philosophy and rationale to sample lesson plans and evaluation forms. Teachers and administrators are provided with answers to all their questions about planning, implementation, environment, curriculum, management, assessment, and evaluation. Chapter one provides an organizational and philosophic framework for successful implementation. Chapter two assists in creating a personal multi-age grouping philosophy. Chapter three addresses designing classroom space for multi-age grouping. Chapter four addresses the processes for planning the multi-age curriculum, while chapter five addresses specific curriculum subject areas. Chapter six provides sample curriculum plans. Chapter seven discusses assessing student progress through portfolios. Chapter eight provides timelines and strategies for implementing multi-age grouping. Chapter nine provides criteria for evaluating a multi-age program. Forty-six forms, logs, checklists, and assessments are provided throughout the guide. (Contains 161 professional sources). (SD)

ED 397 957   PS 024 327

Angelova, Tanka Gueorguieva; Lekova, Branimira Christova
A Model of Early Childhood Foreign Language Education through

(KDFB)

ED 397 974 PS 024 420

Early Childhood Training Workbook and Videos .
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Role; Classroom Environment; Conflict Resolution; Cultural Awareness; *Discipline; *Early Childhood Education; Interpersonal Communication; *Mathematical Concepts; Numeracy; *Teacher Education; Teacher Student Relationship
IDENTIFIERS- *Caregiver Training; Cultural Sensitivity; *Diversity (Student)

This early childhood training workbook and three accompanying video series provide instruction for early childhood caregivers and teachers in the areas of guidance and discipline, math, and diversity. The video series "Guidance and Discipline" demonstrates the ways in which teachers help children become self disciplined. The three videos in this series cover: (1) the learning environment; (2) curriculum; (3) teacher/child interaction. The video series "Path to Math" provides activities for exploring mathematical concepts that will be the foundation for later math learning. The five videos in this series cover: (1) one-to-one correspondence--comparing; (2) sets and classification--seriation or ordering; (3) shapes--parts and wholes; (4) space--measurement; and (5) numbers and counting--numerals. The video series "Diversity" provides a catalyst and framework for discussion of what quality care for preschool children means in a culturally sensitive context that values diversity. The four videos in this series cover: (1) diversity and communication; (2) diversity and conflict management; (3) diversity, independence, and individuality; and (4) diversity: contrasting perspectives. The training workbook sections for the Guidance and Discipline and Path to Math series contain an introduction, overview, questions to consider, vocabulary, objectives, and self-study test corresponding to each of the videos in the series. The workbook section for the Diversity series follows a similar format except that in place of the self test are suggested issues and questions for exploring through writing. (HTH)

ED 397 975 PS 024 431

Anderson, Jim; Matthews, Rose
Re-Examining Emergent Storybook Reading: A Sociocultural Perspective.
PUB DATE- 9 Apr 96
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Emergent Literacy; Foreign Countries; Holistic Approach; *Kindergarten; Longitudinal Studies; Oral Reading; Primary Education; Reading Ability; *Social Differences; Socioeconomic Status; *Story Reading; Story Telling

risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

ED 397 992 PS 024 512

Bess, Stacey
Nobody Don't Love Nobody: Lessons on Love from the School with No Name.
PUB DATE- 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcoholism; *Children; Classroom Environment; Classroom Techniques; Community Services; Discipline; Drug Abuse; Drug Addiction; Elementary Education; *Elementary School Teachers; Foster Family; *Homeless People; Journal Writing; Low Income Groups; Parent Background; Parent Child Relationship; Parent Participation; Parent School Relationship; *Personal Narratives; Poverty; Public Schools; Student Journals; Substance Abuse; Teacher Student Relationship; *Teaching Experience; Transient Children; Voluntary Agencies; Volunteers
IDENTIFIERS- Community Service; Loss; Salt Lake City School District UT; *Shelters

In 1984, the Salt Lake City (Utah) school district was one of the first in the nation to set up a public school classroom in a homeless shelter. This book describes one teacher's experiences teaching kindergarten through sixth grade in this "school with no name." Through poignant stories, the book illustrates some lessons learned over 6 years, including the following: (1) daily journal writing and jam sessions act as therapy for children; (2) a point system for completing assignments and treating peers respectfully is beneficial; (3) many children have difficulty with rules because they lack structure in their own families; (4) children often assume adult responsibilities, such as protecting parents with drug problems; (5) dealing with loss is common for homeless children, who may move 7 to 8 times in 1 year; (6) building linkages to parents and stressing love of learning over academics has greater impact; (7) some parents come to school with their children to regain their lost childhood; (8) parents often do not emphasize children's education because it does not immediately help the family; (9) it is necessary to abandon stereotypes to connect with shelter residents; (10) substance abuse is one of the most critical issues contributing to homelessness; (11) we cannot impose help on children--we can only teach, support, love, and offer choices; and (12) short-term one-time efforts do not help--children need long-term relationships and family and rates was analyzed to determine if teen pregnancy rates followed a pattern seen with dropout rates. As expected, births per thousand females aged 15-19 was negatively related to average wages and positively related to school district size. Unexpectedly, the teenage birth rate was negatively related to the percentage of students receiving free and reduced-cost lunches, suggesting that this measure of disadvantagement is a proxy for traditional community norms and practices. Teenage birth rate was not related to average unemployment or college enrollment rates. Results suggest that commonplace explanations of teen pregnancy in Appalachia are simply wrong. Rather than being a manifestation of welfare dependency and a debilitating culture of poverty, teen pregnancy reflects an absence of opportunity and the decline of traditional community patterns. Further, as traditionally small schools are replaced by larger schools where a sense of valued membership and participation are harder to find, teen pregnancy becomes still more likely. Contains 7 tables and 46 references. (Author/SV)

ED 398 009   RC 020 658

Bermudez, Andrea B., Ed.; Rakow, Steven J., Ed.; Ensle, Anne Labay, Ed.
Critical Issues in Parental Involvement: A Collection of Research Summaries by Title VII Graduate Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Educational Research; Elementary Secondary Education; English (Second Language); Graduate Study; Higher Education; *Inservice Teacher Education; Language Minorities; *Limited English Speaking; Mexican American Education; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Research Projects

This volume contains 18 summaries of research on parental involvement, carried out by inservice teachers completing a Master's degree in multicultural studies. All but one of the participants were certified Texas teachers working in bilingual and English-as-a-Second-Language (ESL) education. Their research critically examined many facets of the involvement of limited-English-proficient parents in public schools in the Houston-Galveston Bay area. A preface by principal investigators and professors Andrea B. Bermudez and Steven J. Rakow describes the Master's program at the University of Houston-Clear Lake, which provides inservice teachers with both clinical and research experiences with language-minority parents. An introduction by Anne Labay Ensle outlines the research emphases of the overall project and lists eight elements and factors identified by researchers as promoting successful parental involvement. The 18 Master's-level research projects specifically examined the effect of the "cat tracks" discipline system on parent involvement, parent attitudes toward ESL instruction and parent involvement activities, attitudes of minority parents toward other minorities, use of newsletters and a video of school activities to promote parent participation, involvement of Japanese parents in the United States compared to their behaviors in Japan, effects of reading aloud on vocabulary development, and parent involvement through social involvement. Each entry contains an abstract, summary of

NOTE- 16p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Educational Cooperation; Elementary Secondary Education; *Experiential Learning; *Field Trips; Foreign Countries; *Heritage Education; *History Instruction; Junior High School Students; *Program Development; Role Playing; *Simulation; Student Reaction
IDENTIFIERS- *Historic Sites; Ontario

This chapter describes the development of a set of programs called "History Comes Alive," a series of historical simulations and interactive experiences for students at heritage sites in Ontario. The programs allow students from Ontario and New York to relive the past by spending 3 days and 2 nights in a simulated historical setting. In addition to history, other curriculum areas such as music, drama, and technology are incorporated into each package. Program development involved creating an inventory of potential sites; gaining cooperation of federal, provincial, and private agencies that operate the sites; outlining the roles of the classroom teacher and site interpreters; and pilot-testing each program. The five programs take place at Fort Henry, the Rideau Canal, the Marine Museum of the Great Lakes, and the historic areas and waterfront of Kingston, Ontario. Descriptions of the Fort Henry and Rideau Canal programs illustrate common program elements: pretrip preparation, use of period costume, sleeping at least one night within the historical context, subsequent related classroom work, and a final celebration of the unit of study with parents and friends. Student responses indicate enthusiasm and engagement in the programs, while teachers note improvements in classroom climate and student responsibility, cooperation, and problem solving. Continuing efforts to keep the programs alive include development of new resource materials, strengthening the partnerships between cooperating agencies, and providing teacher inservice training. Suggestions are offered for applications in other places. (SV)

ED 398 026 RC 020 682

Patterson, Bill; Horwood, Bert
Community Involvement in Education.
PUB DATE- 95
NOTE- 19p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; *Community Involvement; Community Resources; Community Support; *Experiential Learning; *Field Trips; Foreign Countries; Fund Raising; *High Schools; Outdoor Education; Rural Schools; *School Community Relationship; *Volunteers

During the 20th century, the involvement of communities in education has deteriorated, and the school and the community have evolved into separate worlds. This chapter describes ways in which a typical high school has increased its interactions with its own community. Those interactions have two dimensions: to bring the community into the school and to bring the school into the community. The first dimension uses community people as a resource. Community people have presented information and instruction in their area of expertise, provided transportation for field trips, and served as volunteer staff for major knowledge about implementing workshops for family caregivers and rated the training highly. The 208 family caregivers who attended workshops given by the 69 community leaders also gained significant knowledge and judged the workshops to be useful and relevant. The last chapter discusses additional program outcomes related to community collaboration, outreach strategies, capacity building, and evaluation. Appendices include suggested readings for trainers and caregivers; directories of community resources in Central and Southside Virginia; forms necessary for program implementation; results of nominal group process for regional needs and resource teams from central and southside Virginia; and evaluation reports for first-level training (trainers), second-level training (trainees), and comparison of full and abbreviated training programs. These reports contain all forms necessary for program evaluation including pretest and posttest questionnaires. (LP)

ED 398 043   RC 020 823

Coogle, Constance L., Ed.; Finley, Ruth B., Ed.
Families Who Care: Assisting African American and Rural Caregivers Dealing with Dementia. A Training Manual.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 94
NOTE- 420p.; Cover title varies: "Families Who Care: Assisting African American and Rural Families Dealing with Dementia." For related reports, see RC 020 822 and RC 020 824.
LANGUAGE- English
EDRS Price- MF02/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Alzheimers Disease; *Blacks; Caregiver Role; Community Involvement; Community Resources; Community Services; Educational Gerontology; *Family Caregivers; Homebound; Long Term Care; Older Adults; Program Evaluation; Program Implementation; *Rural Areas; Rural Family; Trainers; Training
IDENTIFIERS- African Americans; Dementia; *Program Replication; Train the Trainer; *Virginia

Although this training manual was developed as a tool for trainers of African American and rural family caregivers of elders with dementia, it can easily be adapted for trainers of caregivers (both formal and informal) of persons other than those with dementia. The first section educates potential trainers about dementia, rural issues, ethnic competence, adult learning theory, and strategies for conducting workshops. An extensive list of references accompanies most chapters. Tips for trainers, suggestions for outreach, a sample press release, and answers to evaluation (study) questions are also included in this section. The second section consists of comprehensive lesson plans sequenced according to the progression of dementia. Its purpose is to provide single-source, ready-to-use materials and to minimize preparation time for trainers. Each lesson plan includes a goal, rationale, educational objectives, lecture information, audio-visual materials, suggested learning activities, and references and suggested readings. The appendix includes information on the Virginia Center on Aging, program replication, and project associates and trainers. (LP)

ED 398 044   RC 020 824

Coogle, Constance L., Ed.; Finley, Ruth B., Ed.

the Regional Educational Laboratory Network Program and the National Network of Eisenhower Mathematics and Science Regional Consortia (Hilton Head Island, South Carolina, January 26-27, 1995).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Mathematics Curriculum; *Science Curriculum; *State Curriculum Guides
IDENTIFIERS- *Reform Efforts

The Laboratory Network Program and the National Network of Eisenhower Mathematics and Science Regional Consortia, operating as the Curriculum Frameworks Task Force, jointly convened a group of educators involved in implementing state-level mathematics or science curriculum frameworks (CF). The Hilton Head (South Carolina) conference had a dual purpose: to bring together educators engaged in implementing mathematics and science CFs and CF Task Force members to establish networks and to identify possible areas of technical assistance, and to stimulate interest in the current research effort of the CF Task Force--the development of a multi-state case study exploring CF implementation. Sections of the document include: (1) Session I: Exploring the Meaning of CF Implementation: Translating Policy into Classroom Practice; Establishing a Common Vocabulary for CF Discussion; and Conference Agenda Revisited; (2) Session II: Council of Chief State School Officers (CCSSO) Study of State CFs in Mathematics and Science; (3) Session III: CF Implementation Processes: Experiences from the Field; (4) Session IV: Identification of Barriers to and Facilitators for Implementing CFs; (5) Session V: Assessing the Effectiveness of the CF Implementation Process; (6) Sharing of Resources; (7) Session VI: Four Continua of CF Implementation: Professional Development; Communication; Policy and Politics; and Beliefs, Values, and Vision; (8) Section VII: Regional Sharing; and (9) Conference Evaluation. Appendices include: Agenda; Responses to Follow-up Participant Questionnaire; Suggestions for Facilitating Implementation of a CF: One Group's Perceptions; Brainstorming: Barriers to and Facilitators for CF Implementation; Case Study Design: CF Implementation, State Focus; and Conference Participants. (MKR)

ED 398 065 SE 058 717

Vernon, P. E.; And Others
Mathematics Competency Test: User's Manual.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Mathematics Achievement; *Mathematics Tests; *Standardized Tests
IDENTIFIERS- Australia; *Open Ended Questions

The Mathematics Competency Test is a 46-question written test assessing mathematics achievement for groups or individuals

(052),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Communication (Thought
Transfer); *Conflict Resolution; Discipline; Elementary
Education; Instructional Materials; *Law Related Education;
*Social Studies
IDENTIFIERS- *Peer Mediation

This program guide for the elementary and middle school levels contains the student manual which is also published separately. Through the strategies of mediation, negotiation, and group problem solving, students learn to recognize, manage, and resolve conflict in peaceful, noncoercive ways. While accepting conflict as a natural everyday consequence of the human search for belonging, power, freedom, and fun, the strategies described help learners realize the choices that they face in conflict situations and enable them to resolve conflicts with confidence and independence. The book elucidates a vision of a peaceable climate, an understanding of conflict and of peace, and the means of resolution through communication. To foster mediation and group problem solving, the volume describes a six-step process: (1) agreeing to mediate, and accepting ground rules; (2) gathering points of view; (3) focusing on interests; (4) creating win-win options; (5) evaluating options; and (6) creating an agreement. For each chapter, the guide provides lesson plans and ideas for interactive student exercises. The appendices explain how to implement a mediation program, including advice on changing school disciplinary rules, the selection and training of mediators, and program logistics. Sample mediator contracts and parental permission forms, an annotated bibliography of children's literature, and simulations are provided. Contains 20 references. (JD)

ED 398 087   SO 026 573

Schrumpf, Fred; And Others
Peer Mediation. Conflict Resolution in Schools. Program Guide.
PUB DATE- 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher)
(052),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Communication (Thought
Transfer); *Conflict Resolution; Discipline; Elementary
Secondary Education; Instructional Materials; *Law Related
Education; Social Studies
IDENTIFIERS- *Peer Mediation

This program guide for the middle and high school levels contains the student manual which is also published separately. Teachers and administrators are advised on how to implement a peer mediation program, which is designed as an alternative for conflict resolution. The peer mediation approach presented here assumes that conflict is a normal and positive force that can accompany personal growth and social change. To deal with conflict, a trained peer mediator facilitates a process of communication and problem solving. The program has as its goals the development of student leadership and a healthy school climate. After suggesting ways to explain to students the sources of conflict, the guide provides lesson plans and student exercises that train mediators to fulfill the six steps toward conflict resolution: (1) opening the session; (2) gathering information; (3) focusing on common interests; (4)

PUB DATE- Apr 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; *Evaluation; Evaluation Methods; Measurement; Measurement Techniques
IDENTIFIERS- *Alternative Assessment

This annotated bibliography features some of the current holdings of the Test Center at the Northwest Regional Educational Laboratory (Oregon) lending library on the topic of alternative assessment. There are two sections to the bibliography: a listing of the articles in alphabetical order by primary author, and an index. A set of descriptors was developed to make articles easier for users to find. A complete list of all descriptors used, with a brief definition of the descriptor, prefaces the index. In the states of Alaska, Idaho, Montana, Oregon, and Washington, the articles may be borrowed for three weeks free of charge from the Test Center. Users in other states are charged a handling fee. (EH)

ED 398 110   SO 026 380

Singleton, Laurel R.
H Is for History: Using Children's Literature To Develop Historical Understandings.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Elementary Education; Geography; *History; *History Instruction; Interdisciplinary Approach; Local History; Oral History; *Oral Tradition; *Social Studies; *Story Reading; *Story Telling; United States History; Whole Language Approach; World History

This book is based on the belief that children's literature and history should be linked in elementary classrooms. The resource book has three major sections. The first section provides a brief overview of eight historical understandings that can be developed using children's literature. These understandings, adapted from a list of "history's habits of the mind" in the Bradley Commission's report, represents "big ideas" that can help students think meaningfully about historical facts. The overview of each "big idea" in the first section of the book is accompanied by suggestions for using works of children's literature to develop understanding of that idea. The book's second major section provides guides for using specific works of children's literature to teach historic understandings. These guides are based on a format developed by Susan Helper (1988). Each guide includes a summary of the book, initiating activities, discussion questions intended to stimulate critical thinking, and follow-up activities. The books included represent a variety of genres and are suitable for a range of grade levels. The guides also are cross-referenced to the historical understandings in the previous section of the book. The final section of the book presents directions for three thematic history units based on the children's literature. The first unit looks at the quilt as a common metaphor in children's literature, examining important aspects of U.S. history represented by the quilt. In the second unit, students explore multiple perspectives on a single event--the Civil

Interpersonal Communication; *Parent Role; Personal Narratives; Power Structure; *Role Perception; *Socialization

A study analyzed the dinner-table discourse in a Caucasian-American, upper-middle-class two-parent family with children aged seven (female) and eight (male) for evidence of how family narrative practices socialize children into family, social, and cultural membership. It is also proposed that discourse in families both indexes and constitutes particular social roles and identities assumed by family members. It was found that the roles and identities of problem-solver, incompetent, and entertainer were co-constructed, resisted, and reconstituted in the course of an everyday narrative. It is suggested, further, that this process reconstitutes social hierarchies that privilege men over women and parents over children at a macro level, despite resistance at the micro level. It is concluded that the study illustrates how roles are first acquired and later maintained in the stream of talk through specific narrative strategies, and how in turn those roles become implicated in co-constructed relationships of unequal power distribution, reinforcing the notion that power is not static but must be continuously sustained and negotiated in ongoing discourse. Contains 18 references. (Author/MSE)

ED 397 677 FL 024 002

Stevens, Virginia; Taylor, Becky
Integration of Skills: Communication between Colleagues.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Classroom Techniques; Cooperation; *English (Second Language); Foreign Countries; Grammar; Higher Education; *Intensive Language Courses; *Language Skills; Language Teachers; *Learning Activities; *Reading Instruction; Second Language Instruction; Skill Development; Study Skills; Writing (Composition); Writing Instruction
IDENTIFIERS- American University in Cairo (Egypt)

The approach taken by two English-as-a-Second-Language teachers at the American University in Cairo (Egypt) in intensive courses for university-bound students is described. The approach is characterized by continuous communication between teachers, with the objective of providing constant reinforcement of those skills. Focus is on how two teachers teaching different skills (reading, writing, grammar, study skills) to the same students on different schedules can communicate with each other on skill integration. A system of message transmission using a desktop file is described. Both teachers organize themes for the semester and gather teaching materials from newspapers and magazines, passing the materials to each other so that each can determine their appropriateness for different skills being taught. Materials are renewed throughout the semester. Agreed-upon materials are coded and copied for student use. The materials are first used for reading instruction. Work produced by students is then passed between teachers, with notes attached, to facilitate communication about what is being addressed in class. Similarly, communication about activities in grammar and study most facets of the study. (CK)

ED 397 697 HE 029 279

Foote, Tom H.; And Others
Diversity Within America's Catholic Colleges and Universities: Efforts and Linkages to Catholic Identity, Institutional Mission, and Leadership. Occasional Papers on Catholic Higher Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; *Diversity (Institutional); Educational Trends; *Ethnic Groups; Higher Education; *Minority Groups; National Surveys; Private Colleges; Questionnaires; Racial Composition; *School Demography; School Surveys
IDENTIFIERS- *Diversity (Student); Diversity Concept

This document reports on a project conducted to seek previously uncollected information on Catholic colleges and universities with respect to institutional demographics and programs being used to increase diversity. The project goals also included exploring the impact of Catholic identity on these programs and testing the hypothesis that the religious character of an institution uniquely facilitates the development of a multicultural community. The project involved a survey of the 198 member institutions of the Association of Catholic Colleges and Universities and statistical and other analyses of the 86 responses. The survey addressed institutional characteristics, campus activities concerning diversity, campus culture and climate, and overall forces and lessons learned concerning campus issues of diversity. This report is divided into four parts. Part 1 concentrates on ethnocultural diversity issues and the degree of diversity at Catholic colleges. Part 2 describes project objectives and methodology. Part 3 lists questionnaire items in the survey, and summarizes the responses. Part 4 highlights 13 of the 86 responding institutions and includes an annotated bibliography and biographical information about the authors of this document. A directory of university contacts is attached. (Contains 50 references.) (CK)

ED 397 698 HE 029 280

Clagett, Craig A., Ed.
Maryland 2000. Journal of the Maryland Association for Institutional Research, 1995.
PUB DATE- Nov 95
NOTE- 82p.; For Volume I and Volume II, see ED 344 524 and ED 363 159.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *College Administration; College Freshmen; Community Colleges; Diversity (Institutional); Educational Finance; Educational Trends; Enrollment; Enrollment

the M. B. Baxter Magolda (1992) model for identifying and understanding differences among students and their perceptions of their academic experience at a midsize public community college. The study sought to: identify a dominant learning stage (either absolute, transitional, or independent) for each student; investigate relationships between this stage and demographic variables including, gender, age, placement in English as a Second Language (ESL) courses and curriculum; evaluate students' satisfaction levels; and demonstrate application to specific counseling situations. Students were surveyed with a questionnaire; responses (N=721) were subjected to factor analysis. Findings indicated: (1) older students were characterized by more schooling and experiential learning; (2) students for whom English was a second language were most likely to be in the absolute, or first, learning stage; (3) no significant differences in dominant learning stage were attributable to curriculum; and (4) students expressed an overall satisfaction with the college. Results suggest that knowledge of students' dominant learning stage might be useful in the process of curriculum planning or support services. (Contains 8 tables of survey results and 12 references.) (CK)

ED 397 715   HE 029 315

Berthold, Carol A.
Aids to Navigation: Using Interinstitutional Databases in the University of Maryland System. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Comparative Analysis; *Databases; Data Collection; Higher Education; *Information Networks; Information Sources; *Information Utilization; *Institutional Research; Internet; State Colleges; State Universities; World Wide Web
IDENTIFIERS- *AIR Forum; American Association of University Professors; Chronicle of Higher Education; College Entrance Examination Board; National Center for Educational Statistics; National Science Foundation; *University of Maryland
The University of Maryland System administration has been constructing a relational database that enables comparisons between the more than 500 public four-year colleges and universities in the United States. The data base contains information from nationally available sources, including the National Science Foundation, National Center for Education Statistics, College Board Survey, "Chronicle of Higher Education," American Association of University Professors, press releases and membership lists, and the Internet and World Wide Web, and it is constructed to answer questions and provide analysis quickly and efficiently. The database can be used to develop a single table of selected characteristics for each institution or to construct benchmark groups for institutional comparisons. One potential use of the database as a planning tool is to combine such benchmark groups with one's own institutional data to set targets on selected indicators. This process is illustrated through four questions addressed to the database system. Charted results are appended. (Author/MSE)

National Surveys; Student Characteristics; *Student Costs; *Tuition; White Students

IDENTIFIERS- African Americans; *AIR Forum; Beginning Postsecondary Students Long Study; Latinos; National Education Longitudinal Study 1988

A study investigated the college application behaviors of students from different racial/ethnic groups (Whites, African Americans, Asian Americans, Hispanic Americans) to understand differences in the college search and choice process. Data were drawn from two large national longitudinal studies, the National Education Longitudinal Study (1988) and the Beginning Postsecondary Students Longitudinal Study. Analysis revealed significant group differences in college application behavior (number of colleges applied to, time of submission of application), first choice of institution, and tuition cost. Substantial data tables showing analyses are included. Asian Americans were most likely to follow assumptions underlying traditional college choice models. Latino students were the least prepared regarding knowledge about college and least likely to fit traditional college choice models. It is concluded that the findings suggest a need for campuses to evaluate the potential effects of policy decisions that may affect student choice for different applicant populations. Implications for institutional research needs are also noted. (Contains 7 tables, 5 appendixes, and 18 references.) (MSE)

ED 397 734 HE 029 334

Chatman, Steve

Lower Division Class Size at U.S. Postsecondary Institutions. AIR 1996 Annual Forum Paper.

PUB DATE- May 96

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Size; Comparative Analysis; Faculty Workload; Higher Education; *Institutional Characteristics; Institutional Research; *Intellectual Disciplines; National Surveys; *Teaching Methods

IDENTIFIERS- *AIR Forum; Biglan Model

A national survey of college faculty provided data for an analysis of class size norms in postsecondary institutions, and the institutional and academic variables associated with class size differences. Institutional characteristics considered include public versus private control, Carnegie classification, and institution size. Course academic characteristics include academic discipline, classified according to the A. Biglan (1973) model, instructional level, and principal method of instruction. Only lower division courses were considered, and the one percent of classes at each extreme of size were eliminated. Results showed class size to be a function of both institutional and course characteristics. Classes demanding active participation and those at smaller, liberal arts, and two-year institutions were smaller. Classes were also smaller in applied fields and fields focusing on living organisms. Other factors (e.g., private/public control, discipline paradigms) explained little variance. A resulting series of class size distributions is presented. (Contains 4 tables of data and 15 references.) (MSE)

Researchers To Meet New Challenges. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; Community Colleges; Educational Policy; Financial Exigency; Higher Education; *Institutional Research; Researchers; Role Perception; Small Colleges; Surveys; Trend Analysis; Universities
IDENTIFIERS- *AIR Forum

A survey of institutional researchers at 243 New England colleges and universities examined respondents' (N=127) views on the current and projected roles of institutional research. Results document limited resources particularly in small institutions. Also, a majority of institutional researchers reported that they were engaged extensively in doing administrative reports; only a minority were conducting policy studies. Bivariate analyses revealed the strongest relationships between the institution's size and the scope of the institutional research function, the reporting relationship, and the size and qualifications of the institutional research staff. Multivariate analysis identified the size of the institutional research staff and the qualifications of the institutional research director as significant predictors of involvement in planning and policy studies. These data indicate the need to enhance the presence, qualifications and level of activity of institutional researchers in order to strengthen their contribution to institutional decision making. Recommendations address the need to: (1) enhance the capacity for conducting complex research studies, (2) shift the focus from reporting to research, (3) strengthen the capacity for institutional research at small colleges, (4) create and support high level audiences for institutional research studies, (5) increase involvement in academic studies, and (6) expand the focus of institutional research to include relevant factors and trends in the external environment. (Contains 11 references.) (Author/DB)

ED 397 753 HE 029 353

Griffith, Susan R.; And Others
Progress Made on a Plan To Integrate Planning, Budgeting, Assessment and Quality Principles To Achieve Institutional Improvement. First Year Report. AIR 1996 Annual Forum Paper.
PUB DATE- May 96
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; College Administration; *College Outcomes Assessment; *College Planning; Higher Education; *Institutional Research; *Organizational Development; *Quality Control; State Universities
IDENTIFIERS- *AIR Forum; Southwest Texas State University

This paper describes first year implementation efforts of Southwest Texas (SWT) State University to develop a system to integrate planning, budgeting, assessment, and quality to

ED 397 770 HE 029 372

Graduating into Debt: The Burdens of Borrowing for Graduate & Professional Students.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; College Graduates; Comparative Analysis; *Credit (Finance); Dental Schools; Economic Change; Educational Finance; Federal Aid; Federal Programs; *Financial Problems; *Graduate Students; Higher Education; Income; Legal Education (Professions); Loan Default; *Loan Repayment; Low Income Groups; Medical Education; Minority Groups; *Professional Education; Student Characteristics; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Debt (Financial)

A study of the debt levels of graduate and professional students is reported in narrative, data tables, and graphs. Highlights include: total annual borrowing through federal loan programs has accelerated dramatically, with more than a million graduate and professional students now borrowing nearly $8 billion per year; graduate and professional student borrowing is increasing even faster than the record rate of increase in total student loan borrowing; average debt levels are high, especially for students attending professional schools in medicine, dentistry, and law; low-income and minority students are the groups most likely to borrow at the graduate and professional level; professional school graduates face repayment burdens that are prohibitively high in some cases, particularly for those choosing lower-paying, public service-oriented jobs; and doctoral recipients generally appear to have modest repayment burdens. An appendix contains descriptions of the major student loan programs. (MSE)

ED 397 771 HE 029 373

Higgerson, Mary Lou
Communication Skills for Department Chairs.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrator Education; *Administrator Role; Change Strategies; *Communication Skills; Conflict Resolution; Deans; *Department Heads; Departments; Ethics; Faculty Development; Higher Education; Institutional Mission; Interpersonal Communication; *Interpersonal Competence; *Interprofessional Relationship; Organizational Change; Organizational Climate; *Organizational Communication; Problem Solving; Public Relations; Skill Development; Supervision; Thinking Skills

Communication strategies needed for the specific responsibilities of college and university department heads are presented. Each chapter first describes communication strategies useful in handling an administrative task, and then uses real-life case studies to demonstrate their applications in typical situations. Readers are guided through a series of questions

Group Instruction; *Student Attitudes; Teaching Methods; Time on Task
IDENTIFIERS- *Collaborative Learning; Dyads

The purpose of this study was to investigate the effects of using individual, cooperative-dyad, and collaborative-dyad learning structures with a computer simulation. College students implemented and experienced one of the three learning structures while using a computer simulation designed to teach the technical and procedural aspects of accounting. Results indicated that performance scores were high, and time on task similar, regardless of learning structure; however, students who worked alone expressed significantly more continuing motivation for their learning structure than students who worked with a partner. Responses to student interviews revealed somewhat mixed feelings for the small group structures. More than 60% of the student overall commented that they would enjoy working with a partner, but less than 50% said they thought they would learn more with a partner. Observation of the small groups indicated that students in the cooperative dyads exhibited significantly more discussion and provided more answers to their partners' questions than students in the collaborative dyads. Implications for implementing small group structures with computer-based instruction are provided, and two tables summarize student responses. (Contains 25 references.) (Author/SWC)

ED 397 789 IR 017 977

Earle, Rodney S.
Instructional Design Fundamentals as Elements of Teacher Planning Routines: Perspectives and Practices from Two Studies.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; Course Content; Curriculum Development; Curriculum Evaluation; Educational Cooperation; Educational Objectives; Elementary Education; *Elementary School Teachers; *Instructional Design; Instructional Development; Program Development; Tables (Data); *Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Goal Analysis; North Carolina; Utah (Provo)

Teachers rely on mental planning throughout the design, implementation, and evaluation phases of instruction. This paper focuses on the elementary school teacher's use of instructional design (ID) skills in the planning and delivery of instruction, emphasizing the relative and "real" use of ID practices in both mental and written planning. Two studies of elementary school teachers, one involving 22 teachers from schools across North Carolina, the other involving 17 teachers from Provo School District in Utah, addressed planning issues and practices by yearly, unit, and daily planning. Results of both studies, illustrated in 12 data tables, indicated: (1) teachers favored mental planning; (2) plans were more specific at the unit and daily levels; (3) most teachers with formal training in ID felt it had improved their planning processes; (4) most teachers consciously used ID processes in planning; (5) the crucial elements of the ID process were goals, learner analysis, objectives, activities and strategies, tests, and framework needed for inquiry into schooling that is foundational, diverse, and critical. Processes of philosophical inquiry include the following: (1) conceptual analysis; (2) situating educational issues within philosophical traditions; (3) the examination of epistemological and axiomatic assumptions, as well as criticisms; and (4) critical thinking and analysis of existing literature and theory. The basic questions of philosophy provide a conceptual framework that gives coherence to the study of philosophy and identify the major concerns of education, providing the possibility for coherence in educational practice. Another framework to be used in examining the relationship between philosophy, research, and education would be an examination of the differing approaches to the study of philosophy (descriptive, normative, and analytic). The way in which philosophy is carried out--philosophical inquiry, the problem-posing, the questioning, the search for clarification, the quest for seeing things relationally--provides multiple ways of inquiring into the world of social and educational realities. (Contains 29 references.) (AEF)

ED 397 808 IR 017 996

Lambdin, Diana V.; And Others
A Hypermedia System To Aid in Preservice Teacher Education: Instructional Design and Evaluation.
PUB DATE- 96
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Curriculum Development; Educational Philosophy; Elementary Education; Field Experience Programs; Graduate Students; Information Systems; *Instructional Effectiveness; *Interactive Video; Mathematics Instruction; *Preservice Teacher Education; Self Evaluation (Individuals); *Student Attitudes; Teaching Methods; Teaching Styles; *Videodisks
IDENTIFIERS- Reflecting (Communication)

This research investigated how use of an interactive videodisk information system, the Strategic Teaching Framework (STF), helped preservice teachers expand their visions of teaching, learning, and assessment in mathematics, and helped develop their skills in translating that vision into action in the classroom. STF consisted of videos of classroom situations, with various behaviors and techniques on display. The technology was used as one element in the field experience component of a Master's certification program for prospective elementary teachers, and provided them with models of effective teaching around which class discussions and individual journal reflections were based. The data that was collected documents how students felt about the value of specific STF features, STF's "fit" as a curriculum component, and STF's impact on understanding. Reactions indicated that STF aided students in class arrangement, self-criticism, and feedback to fellow learners. It also stimulated reflection about teaching philosophies that continued to develop throughout the course. (Contains 24 references.) (Author/BEW)

ED 397 809 IR 017 997

Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Cultural Awareness; *Culturally Relevant Education; *Cultural Pluralism; Educational Benefits; Educational Development; *Educational Technology; Elementary Secondary Education; *Instructional Design; Instructional Development; Instructional Material Evaluation
IDENTIFIERS- *Cultural Sensitivity; *Diversity (Student); Gender Issues

This paper presents panelists' responses to key questions on learning diversity at the 13th Annual Foundations Symposium and Open Forum. The panelists included five professors and one doctoral student in educational technology; each one responding to one of the following questions: (1) why address diversity, why the field should listen, what the benefits are, and for whom; (2) why cultural diversity has not been a part of educational technology discourse; (3) mechanisms for utilizing existing frameworks for incorporating cultural pluralism into instruction; (4) the impact gender has on the design of instruction; (5) the need for cultural diversity to be explicitly addressed within current instructional design models; and (6) personal experiences evaluating culturally insensitive materials. (Author/AEF)

ED 397 825 IR 018 013

Quade, Ann M.
An Assessment of Retention and Depth of Processing Associated with Notetaking Using Traditional Pencil and Paper and an On-line Notepad during Computer-Delivered Instruction.
PUB DATE- 96
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; Computer Science Education; *Correlation; Handwriting; Higher Education; Learning Modules; *Notetaking; Pretests Posttests; *Retention (Psychology); *Study Skills; Undergraduate Students
IDENTIFIERS- *Computerized Techniques; Laptop Computers

This study examined the roles which note-taking method (either pencil and paper or an online computer notepad) and style (verbatim, paraphrasing, etc.) play in retention and depth of processing during computer-delivered instruction. Participants were 112 junior and senior undergraduates from a southern Minnesota university whose major was computer and information science. They were asked to view modules from a tutorial and take notes using either paper and pencil or an online computer notepad. Thirty-two idea units (single complete ideas or blocks of information) were selected from the four modules and used as a basis for assessing notes. A posttest and an exit questionnaire were administered. The study found that: (1) there was a difference in total posttest scores between the control group which took no notes and the treatment group which

*Student Evaluation; *Teacher Competencies; Teacher Role; Thinking Skills
IDENTIFIERS- *Authentic Assessment

Faced with concerns that students in the American educational system are failing to learn critical thinking, problem solving, and reasoning skills, and do not have the ability to apply these skills to real-world situations, educators and psychologists are researching methods of improving student learning and assessing student performance. In order to acquire accurate and useful information about student performance, classroom teachers have moved from traditional summative evaluation methods toward a formative method of assessment; teachers now have the role of teacher-researcher. This paper focuses on a systematic method of developing an authentic assessment instrument that incorporates a three-phase question: (1) What is to be assessed?; (2) How is it to be measured?; and (3) How does one observe and interpret verbal and non-verbal messages or data? In the first phase, teachers identify the purpose of assessment, recognize the uniqueness of the learners, and ensure that they possess a knowledge base in the relevant subject matter. In the second phase, teachers formulate learning outcomes and the criteria and standards that will be applied to them. In the third phase, teachers train themselves to play the role of objective observer. As teachers strengthen their observational skills and recognize their roles as teacher-researchers, they will experience an increase in confidence and professionalism, and there will be a direct positive effect on daily instructional and social classroom activities. (Contains 20 references.) (SWC)

ED 397 843 IR 018 031

Szul, Linda; Berry, Louis
Color Variations in Screen Text: Effects on Proofreading.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Color Planning; Design Preferences; Higher Education; Human Factors Engineering; *Proofreading; Screen Design (Computers); *Screens (Displays); Typewriting; Undergraduate Students; Video Display Terminals; *Visual Environment; Word Processing
IDENTIFIERS- *Error Detection; *Visual Displays

As the use of computers has become more common in society, human engineering and ergonomics have lagged behind the sciences which developed the equipment. Some research has been done in the past on the effects of screen colors on computer use efficiency, but results were inconclusive. This paper describes a study of the impact of screen color configuration on operators' ability to detect typographical errors in text. Participants included 97 undergraduate business students, divided into 3 ability levels--beginning (N=20), intermediate (N=32), and advanced (N=45)--based upon their reported keyboarding experience. Color configurations tested were white text on blue, blue on white, amber on green, and green on amber, all common color configurations in popular word processors. Screen areas were defined in quadrants, moving from upper left (1) to upper right (2), and then lower left (3) to core to gather retailers' perceptions on doing business in Centralia and suggestions for improvement. Receiving 158 responses, the business survey indicated that highest priority was given to improving the appearance of public, business, and residential sectors to attract customers, visitors, and new residents/businesses to the area. In addition, surveys were distributed to approximately 700 city residents in fall 1995 asking them to rate city services. This survey, receiving 348 completed responses, revealed that residents priorities included attractive buildings, a broad range of recreational programs, accessible transportation, broadening the economic base, and improved shopping facilities. Finally, in April 1996 the college held two public meetings, attracting approximately 75 participants, to review findings from the surveys and determine city values and noteworthy characteristics, highlighting the city's central location in the Northwest and its heritage and history. The city's Vision Statement, developed in the project, is included. Appendixes provide a discussion of results from the business survey and a discussion of results and the survey instrument from the citizen survey. (TGI)

ED 397 861 JC 960 430

Centralia College Strategic Plan, January 1996. Preliminary Report.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Planning; Community Colleges; *Institutional Environment; *Institutional Mission; Instructional Effectiveness; *Master Plans; Organizational Objectives; School Surveys; *Strategic Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Centralia College WA

Based on an analysis of the internal and external environment, this report describes the mission, values, and strategic priorities of Centralia College (CC), in Washington. Following introductory materials describing the role of strategic planning, a historical perspective of planning at the college is presented, reviewing previous strategic plans; the college master plan; college initiatives related to diversity, assessment, affirmative action, and Title III and other grants; and the college's planning process for 1994-95. CC's mission statement is then provided, highlighting the college's values and commitment to student success. Next, results from an analysis of the institutional environment are presented based on a campus survey, campus and community focus groups, and external data. Issues are discussed and college assumptions are presented for the following areas: (1) effectiveness, efficiency, and accountability; (2) marketing, recruitment, and retention; (3) the economic environment; (4) diversity; (5) the role of the technology; (6) campus communications; (7) working with the community; and (8) maintaining the college's heritage. Finally, eight strategic priorities for the college are presented and issues related to implementing the strategic plan are outlined, focusing on general procedures for transforming individual ideas to action plans and completing action plan forms. Appendixes include summarized findings from a national report on educational statistics and Centralia College reports on student demographics and transfer and other student the district; its community college, Riverside Community College; and its students and community as of 1995. Section 1 profiles the district's community, providing maps and tables summarizing demographic data related to racial and ethnic diversity, age, education, housing values, income, employment status, and poverty status. Section 2 focuses on district students, presenting comparative enrollment data from 1990 to 1995 related to headcount enrollments; units taken; annual resident full time equivalent (FTE) students; enrollment by time of day; residency status; first-time, returning, or transfer status; and enrollment by the district's three campuses. This section also provides data on student characteristics, including age, gender, ethnicity, prior educational level, and financial aid status, and on student goals and success, focusing on educational goals, retention rates from fall 1990 to fall 1993, and degrees and certificates awarded from 1990-91 to 1994-95. Section 3 presents demographic and salary information on district employees for fall 1990 to fall 1993, including data on the number of FTE employees, type of assignment, weekly faculty contact hours, and average faculty salaries. Finally, section 4 provides information on general fund revenues and facilities use, detailing space utilization for 1994, trends in the unrestricted general fund from 1990 to 1995, revenues by source, and salary and benefit expenditures by type. (TGI)

ED 397 880   JC 960 481

Shockley, Dennis
Kansas Community College Funding: Problems & Opportunities.
PUB DATE- Apr 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Planning; *Community Colleges; *Educational Equity (Finance); Educational Finance; *Financial Support; *Governance; Program Improvement; *State Aid; Statewide Planning; Taxes; Tuition; Two Year Colleges
IDENTIFIERS- *Kansas

Since the establishment of a two-year college system in Kansas in 1917, funding has been a source of consternation, with governance issues often exacerbating financial problems. The colleges received no state financial support until 1961, when an expenditure of $3 per credit hour was authorized, increased as of 1996 to $28.40 per credit hour. The colleges also gain revenue from "out-district tuition" charges, in which the home counties of non-local students are responsible for half of the students' tuition costs, with the state contributing the other half. A 63% increase in enrollment over the past 10 years, however, has resulted in both a shortage of funds and a serious inequity in the state funding method. Community colleges currently enroll 32% of the state's postsecondary students but receive only 11% of the state aid. To help address the issue of inequity, the out-district system of charges should be abolished and replaced by an increase in the current statewide mill levy for education. To address the issue of funding shortages, the state should consider either a modest income tax increase, a small sales tax hike, or an even greater increase in the statewide mill levy. Finally, to improve efficiency in the governance of the system, campuses that are concentrated in one area, such as six campuses in southeast Kansas, should be consolidated or transformed into university satellite campuses.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Career Education; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; Higher Education; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; *Program Effectiveness; Salaries; Two Year Colleges; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of a review of management curricula, William Rainey Harper College in Illinois conducted a study of both former transfer and former career students in the management program. In spring 1995, surveys were sent to 248 former business transfer students and to 123 former career management students enrolled in the past 5 years, requesting information on students' current status and any benefits received from their program. Study findings, based on responses from 58 transfer and 53 career students, included the following: (1) 89% of the career students were employed full-time, compared to only 49% of the transfer students; (2) most career students were employed at the beginning professional level and 94% were employed in a job at least somewhat related to the management field; (3) the average salary of career students employed full-time was $32,000 per year; (4) transfer students were employed between the technician and beginning professional level, 80% were employed in a related field, and the average salary for those employed full-time was $26,000 per year; (5) 86% of the transfer students were continuing their education at another college, compared to 26% of the career students; and (6) the highest rated courses by both career and transfer students were Problems in Management and Supervision, Principles in Supervision, and Human Resources. The survey instrument is appended. (BCY)

ED 397 899 JC 960 508

Ostrowski, M.; Lucas, J. A.
Follow-Up Study of Former Harper Students Who Enrolled in at Least Three Psychology Courses. Volume XXIV, Number 5.
PUB DATE- Sep 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Course Evaluation; Discussion (Teaching Technique; *Educational Benefits; Lecture Method; *Participant Satisfaction; *Program Effectiveness; *Psychology; *Student Attitudes; *Teaching Methods; Two Year Colleges
IDENTIFIERS- William Rainey Harper College IL

As part of a review of its Psychology department, William Rainey Harper College in Illinois conducted a study of 400 students who had taken at least 3 courses in the department from fall 1989 to fall 1993. Questionnaires were sent to the students in spring 1995, requesting information on their perceptions of the effectiveness of courses in the department and benefits received from completing them. Study findings, based on responses from 156 former students, included the following: (1) 24% of the students had earned a bachelor's degree and 58% had transferred to another college; (2) of those who had transferred, 28% transferred as psychology majors and 44% as one of the social science majors; (3) 8 of 12 psychology courses included on the survey were rated as higher than

IDENTIFIERS- Ohio

Published by the Ohio Association of Two Year Colleges, this journal provides a medium for sharing concepts, methods, and findings relevant to the classroom and an open forum for the discussion and review of problems. This volume consists of the fall 1995 and spring 1996 issues and provides the following articles: (1) "FOCUS: OMI College of Applied Science University of Cincinnati, A Leader in Engineering," by Victoria Reynolds; (2) "An Afternoon in the Life of an Instructor," by Robert Pond; (3) "When the Landlord Says Call 911: Nursing Program Contracts with Clinical Agencies," by Larita Kaspar, Maureen A. Heuler, and Mary Ellen Waithe; (4) "Whips, Chains, and Other Motivational Teaching Tools," by Ron Luce; (5) "Implementing TQM in Two-Year Colleges," by George Kreps; (6) "Using Global Student Rating Items for Summative Evaluation," by William E. Cashin and Ronald G. Downey; (7) "The Simultaneous Teaching of Accounting and Economics to the Two-Year Student," by Ralph Lindeman; (8) "FOCUS: The Ohio State University at Mansfield-A Solid Institution of Higher Learning," by Rodger Smith and Beth Enders; (9) "Teaching and the Electric Current," by Kent L. Zimmerman; (10) "Tech Prep-One Year Later," by Darius Rastomji and Valerie Frear; (11) "The Clermont County Distance Learning Network," by Patricia E. Friel; (12) "Grammar Making a Comeback," by Bill McCleary; and (13) "Business Management Shadowing Experience," by Thomas E. Marshall. Each issue also contains articles by two educators representing conflicting positions on selected issues; this volume addresses the Internet as an instructional and marketing tool and whether two-year colleges or corporations are in the best position to provide continuing education. (BCY)

ED 397 919   JC 960 544

Boughan, Karl
Correlates of Chemistry 101 Course Performance. Preliminary Findings. Research Brief RB97-8.
PUB DATE- Aug 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Failure; *Chemistry; Community Colleges; Correlation; Multiple Regression Analysis; *Performance Factors; Prerequisites; *Required Courses; *Student Characteristics; *Success; Two Year Colleges; *Two Year College Students

A study was conducted at Prince George's Community College, in Maryland, to investigate the relatively low pass rates associated with General Chemistry 1 (CHM101), a lower-level science course that satisfies a general education requirement and serves as a prerequisite for Chemistry and Biology students. To identify correlates of student success, Spring 1996 CHM101 enrollees were surveyed during the first 2 weeks of the course concerning their work and life experience and educational preparation. Multiple regression analyses, combining survey results from 180 completed questionnaires, students' course grades, and social and academic characteristics derived from student records, yielded the following findings: (1) cumulative grade point average was the preeminent predictor of success in CHM101, followed by socio-educational "maturity," and developmental reading and math placement scores; (2) since the CHM101 population differed very little from the general credit student population, the very low completion rates could not be traced to any special

Finance; Family Programs; Financial Problems; *Financial Support; *Fund Raising; Operating Expenses; Partnerships in Education; Resource Allocation; Social Services; *Strategic Planning
IDENTIFIERS- Customer Services; Sponsors

A practicum project proposed a series of solutions to the lack of sufficient funding for a centralized child care social service department. Political advocacy and lobbying efforts, accountability, needs assessments, coordination and collaboration, knowledge of funding sources, and the development of a comprehensive fund-raising campaign were all strategies suggested for acquiring more appropriate program funding. A three-part strategy was implemented to acquire client supplies for a social services agency serving a county of 219,313 residents. The Practicum identified ways to acquire needed client supplies, determined appropriate fund-raising strategies to meet client needs, and informed the agency's Board of the need for and purpose of appropriate fund-raising, requesting that the Board undertake recommended fund-raising strategies. As a result of the implementation strategy, all needed client supplies were either acquired, promised, or earmarked for solicitation by specific, identified sources. (Eight appendices include a copy of the agency organizational chart, request list for client supplies, agency budget, and calendar plan for implementation activities. Contains 17 references.) (AA)

ED 397 939   PS 024 230

Renwick, Margery; Gray, Alison
Implementing the New Zealand Curriculum in Primary Schools.
PUB DATE- 95
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Case Studies; *Curriculum Development; *Educational Attitudes; Educational Change; Educational Environment; *Educational Policy; Educational Practices; Elementary Education; Foreign Countries; *National Curriculum; National Programs; Professional Development; Program Implementation; *Teacher Attitudes
IDENTIFIERS- New Zealand

This study evaluated the implementation of the New Zealand Curriculum in primary schools, based on case studies of seven schools. The schools ranged in size from grade 1 up to and including Grade 5, and included schools in rural and urban areas and provincial towns. Data were collected through a series of semi-structured interviews with the principals, classroom teachers, and members of the schools' boards of trustees. Results indicated that the schools varied considerably in the progress they had made toward implementing the New Zealand Curriculum. The reasons contributing to this fact included: (1) the availability of staff development; (2) the leadership of the principal; (3) teacher attitude toward change; and (4) the amount of time needed to bring about change. However, one abiding impression from the interviews was the positive reaction of principals, teachers, and members of boards of trustees to the content of the curriculum statements. Many principals and teachers felt overloaded because of the number of curriculum documents with which they had to become familiar at a time when they were still coming to terms with structural changes within the education system along with never-ending social and other pressures. However, relatively few were

Playing Motoric Games.
PUB DATE- Sep 95
NOTE- 22p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Classroom Techniques; Cognitive Development; Early Childhood Education; Foreign Countries; French; *Games; *Language Proficiency; Learning Processes; Models; *Motion; Parent Child Relationship; Psychomotor Skills; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- Bulgaria; Motoric Expression

This study examined the methods used to improve and increase the efficiency of early childhood foreign language education through movements and speech in play situations. The goals of the study were (1) to devise an adaptable model for variable situations in early childhood foreign language education through playing motoric games, and (2) to investigate the basic prerequisite and indices for enhancing the quality of such education through motoric games. The subjects were 14 teachers and 183 4- to 6-year-old children. The results of assessment of foreign language knowledge, cognitive activities, and relation to education process as outcomes of the games suggest that the model was successful in enhancing children's ability to gain a larger and deeper knowledge of the second language and form good language skills. The competitive character of the games and the movements during play helped the children remember the foreign language words and phrases and to use them on their own. Based on the results, it was concluded that the playing situations also improved children's abilities to practice the acquired knowledge and skills in other conditions. It was also concluded that the motoric games improved children's harmonious development as well as their cultural knowledge. (MOK)

ED 397 958   PS 024 328

Goetz, Kathy, Ed.
Fatherhood and Family Support.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Children; Community Programs; Family (Sociological Unit); Family Life; Family Needs; *Family Programs; *Fathers; Parent Participation; Parents
IDENTIFIERS- Family Advocacy; *Family Resource and Support Programs; Family Resource Coalition IL

On the assumption that fathers have been relatively absent from family support programs, this publication of the Family Resource Coalition addresses the role of fathers in family support programs, examines the impact of fathers on their children, and describes programs involving fathers successfully. Articles include: (1) "What's Behind the Fatherhood Debate? A Guide for Family Support Practitioners," (James A. Levine, Edward W. Pitt); (2) "Collaborating for Fathers: A County-Wide Coalition Addresses Fatherhood"; (3) "How Programs are Advocating for Father-Friendly Systems," (Dwaine Simms, Elizabeth Sandell); (4) "Child Development: The Difference a Dad Makes," (Kyle D. Pruett); (5) "Parents' Group

IDENTIFIERS- Barnhart (June); British Columbia; Canada; *Sulzby (Elizabeth)

This study compared the development of storybook reading in 15 kindergartners from working class homes to that of kindergartners from middle class homes studied by Sulzby (1985). Nine girls and six boys from two kindergartens in a small, rural town in British Columbia, Canada, participated. Kindergarten teachers used a holistic approach to literacy acquisition and emphasized storybook reading in class; children took library books home at least once a week. In October and June, individual children were asked to select a favorite book from the classroom collection and "read" it to the researcher. The researcher audiotaped the storybook reenactment and made notes regarding the children's behavior. Audiotapes were transcribed, coded, and scored on an 11-point scale ranging from labeling and commenting to reading independently, developed by Barnhart (1991) and based on Sulzby's scheme. Mean scores for the October retellings were significantly lower in this study than in Sulzby's study. All children in this study scored in the "oral language like" or "picture governed-story not formed" categories, whereas half the children in Sulzby's study scored in the "print governed" and "written language like" categories. The gap between the two groups widened at the June retelling, due to substantial score increases from October to June in Sulzby's study and little increase in the present study. Only one child in the present study advanced to print governed categories, in comparison to 17 of the 24 children in Sulzby's study. Critics of a "one size fits all" approach to literacy acquisition (Reyes, 1992) argue that many educators, while attempting to help all children acquire literacy, have adopted ethnocentric views of litracy development which reflect a western middle class bias. The results of this study suggest that educators need to examine some of the assumptions that they have made in this regard. (Contains 25 references, and 3 tables.) (KDFB)

ED 397 976 PS 024 432

Kurz, Kathleen M.; Prather, Cynthia J.
Improving the Quality of Life of Girls.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Health; Developed Nations; Developing Nations; Educational Improvement; *Females; Males; *Quality of Life; Sex Bias; *Sex Differences; Social Environment; Social Life; Social Problems; Values; *Well Being; Young Children
IDENTIFIERS- Association for Women in Development; *Gender Gap; Gender Issues

In many developing countries, girls have a lower quality of life than boys. Gender disparities exist before birth and become wider through the school-age and adolescents years. Discussion held at the Sixth International Forum of the Association for Women in Development (AWID) and the findings derived from them served as a catalyst for further investigation into the constraints on the quality of life of girls, and on programs and policies that show promise for overcoming those educational experiences. The book concludes by noting that deprivation of experience, opportunity, and self through lack of love and positive or stable experience is the real tragedy of poverty and homelessness. Suggestions for community service from the local to international level complete the book. (KDFB)

ED 397 993   PS 024 541

Espinosa, Linda M.
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 3p.; For English version, see ED 382 412.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingualism; Cultural Awareness; *Cultural Differences; *Cultural Traits; *Early Childhood Education; Family Life; *Hispanic Americans; *Parent Participation; Parents; Parent School Relationship; Teacher Attitudes
IDENTIFIERS- ERIC Digests; *Program Characteristics
To determine effective strategies for involving Hispanic parents in their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanics' diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their peers. Educators should note some differences in the way Hispanic and other American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the school and teachers. Third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) a personal touch that includes personal meetings and home visits; (2) non-judgmental communication; (3) perseverance on the part of teachers in maintaining parents' involvement; (4) bilingual support; (5) administrative support; (6) staff development activities focused on Hispanic culture; and (7) community outreach efforts in which schools and programs serve as resource and referral agencies to support families. (BC)

ED 397 994   PS 024 553

Doucette-Dudman, Deborah; LaCure, Jeffrey R.
Raising Our Children's Children.
PUB DATE- 96

2-3 pages, researcher profile, and contact information for faculty advisor. Teacher researchers were Gaylin Black, Virginia Krinke Buehring, Dolores Cavazos, Anne Labay Ensle, Yolanda Flores, Ila Jane Goetz, Brenda Hastings-Gongora, Dolores Hernandez Hix, Nora Sandoval-Ibarra, Catherine M. Johnson, Hanae Kimura, Laura M. Lopez, Rebecca Lopez, Sandra Joy Mangarella, Alicia Muniz, Christine Ortiz-Gatlin, Rebecca E. Prather, Hazel Ramirez, and Lila Kay Cook. Contains approximately 250 references. (SV)

ED 398 010 RC 020 663

Fuentes, Nancy; And Others
Changing Mental Frameworks: One High School's Success through a Triad Partnership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Attitude Change; *Change Strategies; Educational Change; High Risk Students; High Schools; *Improvement Programs; Juvenile Gangs; Mexican American Education; Parent School Relationship; *School Restructuring; *Staff Development
IDENTIFIERS- Large Schools; *Pharr San Juan Alamo Independent Sch Dist TX; *Reform Efforts

In 1992 the Texas Education Agency selected 83 schools to participate in its Partnership Schools Initiative (PSI), which had the goals of improving outcomes for students and closing the performance gaps among various student groups. The schools were allowed flexibility in the process used to achieve these goals. One of the partnership schools, Pharr-San Juan-Alamo High School (PSJA), was chosen for a case study of school reform. At PSJA, low-income students make up 80 percent of the student population, 98 percent of whom are Hispanic. A large school near the Mexican border, PSJA was experiencing transitions and overcrowding. The school's improvement plan utilized a three-pronged approach: change staff's mental frameworks through monthly staff development sessions, heighten students' attitudes and expectations through retreats and workshops, and improve parents' understanding of their role in children's learning through parenting classes and workshops. Lessons learned about the school improvement process are: (1) even a large staff can be involved in developing a school improvement plan; (2) professional development has a greater impact when provided to the faculty as a whole; (3) communicating a school vision to staff development providers can aid in developing a shared vision in a large school; (4) reflection and critical inquiry are important components of staff development; (5) the changing of attitudes is a worthwhile goal; and (6) a principal's assistance and flexibility can help compensate for scarce resources. Also discussed are impediments to school improvement (poor working conditions, rigid fiscal policies, and lack of teacher monitoring) and benefits of the PSI triad approach--a collaboration among schools, regional education service centers, and the state education agency. (TD)

ED 398 011 RC 020 664

wilderness trips. An important result of this extensive contact is the development of a body of taxpayers who are accurately informed about and strongly supportive of the school and its programs. Examples of the second dimension include student "work days" that began as fund raising for an extracurricular outdoor program and developed into an essential community service, and an agreement with a local industrial lab in which senior biology students worked with research scientists for 2-5 days. The most serious implication of community involvement is the consequence of having people learn what is happening in school. If a school seeks allies in the community, it must be prepared to listen to criticism, join in reexamining its curriculum and practices, and act on community values and recommendations. Another difficulty is the lack of teacher education on community involvement, which has been overcome in this case by a stable community-based teaching staff. (SV)

ED 398 027 RC 020 683

Kozolanka, Karne
Gender and Engagement in a Jobsite Classroom.
PUB DATE- 95
NOTE- 26p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Evaluation; *Experiential Learning; *Females; Field Experience Programs; Field Instruction; Foreign Countries; High Schools; High School Students; Self Concept; *Sex Differences; Sex Role; *Student Attitudes; *Vocational Education
IDENTIFIERS- *Gender Balancing (Curriculum); *Student Engagement

This chapter examines the attitudes of students on a building-trades course to explore the interacting ideas of engagement, gender identity, and experience. The house building course integrated several high school technological subjects with English. Students granted interviews and allowed access to their journals, written as part of their English credit. Particular attention is paid to the lived experiences of the 4 women among 20 men in the class. Three themes emerged from the females' experiences. A primary concern of the women was interpersonal relationships, evidenced by more frequent journal writing, defining their roles in terms of their relationships with others, and their perceptions of their ability to make positive contributions to the class. The second theme was self-esteem. Journal entries showed that the women were greatly concerned about what others thought of their skills. Women exhibited low self-esteem and tended to think of themselves as lacking in capabilities. The third theme was sexism and harassment, which was both subtle and overt, and often in the form of "good natured fun." The primary concern for males was the ability to do the job; other concerns were addressed in the context of getting the job done. These findings raise questions about how curriculum could be redesigned to accommodate the learning perspectives and needs of women. A broader discussion then focuses on the tensions between utilitarian education that emphasizes work preparation, and education for personal development that questions the legitimacy of prevailing social roles. Contains 28 references. (TD)

ED 398 028 RC 020 684

Gordon, Rick; Julius, Thomas

Families Who Care: Assisting African American and Rural Caregivers Dealing with Dementia. A Replication Plan.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 94
NOTE- 142p.; For related documents, see RC 020 822-823.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Alzheimers Disease; *Blacks; Caregiver Role; Community Involvement; Community Resources; Community Services; Educational Gerontology; *Family Caregivers; Homebound; Long Term Care; Older Adults; Program Evaluation; Program Implementation; *Rural Areas; Rural Family; Trainers; Training
IDENTIFIERS- African Ameircans; Dementia; *Program Replication; Train the Trainer; *Virginia

This Replication Plan describes an Administration on Aging funded Project, "Assisting Caregivers of Black and Rural Elders with Dementia: Progressive Training through Trusted Resources." The project directly developed the capacities of trusted community leaders (n=69) who served as trainers of African American and rural family caregivers (n=200) in Central and Southside Virginia. The project indirectly improved the capacities of caregivers through the conduct of workshops, and subsequently increased the ability of elders with dementia to remain, as appropriate, in their communities and avoid premature institutionalization. A proven model, this project has been used by the Administration on Aging at national and regional meetings to demonstrate its effectiveness as an educational delivery system. The primary products from this project were a substantive training manual ("Families Who Care: Assisting African American and Rural Family Caregivers Dealing with Dementia" (RC020823)); two directories of helpful resources--one with national resources, and the other, Virginia resources; this Replication Plan; and a Final Report to the Administration on Aging (RC020822). The pilot project officially ended August 30, 1994, but its benefits will continue to be felt via the community leaders who have been empowered to help those in their communities through linkages with their local chapters of the Alzheimer's Association and other community based resources. (AA/Author)

ED 398 045 SE 056 427

Save Our Species: Protecting Endangered Species from Pesticides.
PUB DATE- Oct 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; *Endangered Species; Environmental Education; *Pesticides; *Plants (Botany); Pollution
IDENTIFIERS- Endangered Species Act 1973

This full-size poster profiles 11 wildlife species that are endangered. Color illustrations of animals and plants are accompanied by narrative describing their habitats and reasons for endangerment. The reverse side of the poster contains information on the Endangered Species Act, why protecting endangered and threatened species is important, how pesticides affect endangered and threatened species in the United States, aged 11 to adult. It is suitable for use with groups or individuals in school, college and workplace contexts. The questions are open-ended and require constructed responses rather than recognition of a correct answer in a multiple-choice test. This document is a user's manual for administering the test and contains the following sections: introduction, preparation, instructions for administration, using the test with poor readers, scoring key, interpreting scores, using profiles, validity, reliability, item analysis procedures, and sub-scales. Contains references and an appendix, "Equivalent scores on the Senior form of the Graded Arithmetic-Mathematics Test." (MKR)

ED 398 066   SE 058 721

Masingila, Joanna O.; King, K. Jamie
Middle School Students' Use of Function Ideas in Everyday Mathematics.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; *Functions (Mathematics); Intermediate Grades; Junior High Schools; Junior High School Students; *Mathematical Applications; Middle Schools; Observation
IDENTIFIERS- *Connections (Mathematics); *Middle School Students

This paper describes preliminary analyses of data from an ongoing project entitled "Connecting In-School and Out-of-School Mathematics Practice." During this project the authors are: (1) investigating how middle school students use mathematics concepts and processes in a variety of out-of-school situations, and (2) working with middle school teachers to develop curriculum ideas to facilitate connection-making by students and investigating whether students are connecting their in-school and out-of-school mathematics learning and practice. The majority of the paper discusses the observations of middle school students (n=6) using function ideas in their everyday activities. Analysis of data showed that students used functions ideas in many situations. (MKR)

ED 398 067   SE 058 722

Levine, Gavrielle
Variability in Anxiety for Teaching Mathematics among Pre-service Elementary School Teachers Enrolled in a Mathematics Course.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Education Majors; Elementary Education; Higher Education; *Mathematics Anxiety; *Mathematics Instruction; Methods Courses; Preservice Teacher Education; Student Journals

This investigation traced changes in anxiety for teaching mathematics (ATM) among pre-service elementary school teachers (n=36) enrolled in a mathematics methods course by analyzing their weekly journal entries. Journal entries were coded for creating options; (5) evaluating options and choosing a solution; and (6) writing the agreement. For each step, the guide offers advice for role-playing activities and handouts that guide students in the process. Appendices include sample documents to assist in implementing the program such as parental notification forms and evaluation sheets; boundary breakers and closure activities; a 17-item bibliography; and a glossary. (JD)

ED 398 088 SO 025 586

Masten, Lisa
Marketing: A Bibliography of Marketing Reference Sources. The University of Rhode Island University Library.
PUB DATE- May 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Business; Demography; Higher Education; Libraries; Library Materials; *Marketing; Merchandise Information; *Reference Materials
IDENTIFIERS- University of Rhode Island

This annotated bibliography provides a selected list of marketing reference sources for undergraduate and graduate business students interested in marketing and related topics. All sources listed are available in the Reference Department at the University Library at the University of Rhode Island Kingston campus. Most sources, with the exception of the Internet and online sources, can be accessed via the HELIN online catalog. Sources included in this bibliography were published during the 1990s unless otherwise noted. Topics include: (1) Encyclopedias and Dictionaries (5 items); (2) Guides and Bibliographies (6 items); (3) Handbooks (4 items); (4) Directories (8 items); (5) Demographics and Statistical Sources (10 items); (6) Advertising Media (8 items); (7) Regulation of Marketing (1 item); (8) Indexing Services (3 items) (9) Computer Compact Discs (CD-ROM) (3 items); (10) Online Services (7 items); and (11) Internet Sources (5 items). (EH)

ED 398 089 SO 026 073

Reese, William J.
The Origins of the American High School.
PUB DATE- 95
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Change; Educational Development; Educational Environment; *Educational History; Educational Trends; *Foundations of Education; *High Schools; *Social Change; United States History

This book tells the story of U.S. high schools in the 19th century. The volume analyzes the social changes and political debates that shaped these institutions--from 1921, when the first public high school was established in Massachusetts, to the 1880s, by which time a majority of secondary students in the North were enrolled in high schools. The book also explores in detail the experience of going to school. Drawing on the writings of local educators and school administrators as well as on student newspapers, diaries, and memoirs, the book recreates life in the high schools of a century ago, revealing what students studied and how they behaved, what teachers

War's first Battle of Bull Run--and consider how historians combine these perspectives into a single narrative. In the third unit, students read oral histories from young people involved in the civil rights movement and collect and analyze oral histories of their own. An index of the books mentioned in the text concludes the book. Throughout the book, there are examples provided for all grade levels, K-6. (EH)

ED 398 111 SO 026 382

Lhowe, Mary, Ed.
After the Cold War: The U.S. Role in Europe's Transition. Revised. and Teacher's Resource Book.
PUB DATE- Sep 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disarmament; Foreign Countries; *Foreign Policy; Global Approach; *International Relations; Modern History; Peace; Secondary Education; Social Studies; Values; *World Affairs; *World History; *World Problems
IDENTIFIERS- Cold War; Europe

These materials explore the decisions that face the United States as a result of the changes in the past decade in the countries of Eastern Europe and the former Soviet Union. The background readings allow students to examine such questions of values and foreign policy as: (1) Should the United States remain committed to its Western European allies?; (2) How should we respond to conflict in the region?; and (3) What is the U.S. role in the world now that Soviet communism is no more? The student booklet provides a framework for considering such issues by presenting policy choices, or options, that lay out distinct viewpoints about what U.S. policy toward Europe should be. The background readings are to provide an understanding of how the history of the regions from World War I to the present has shaped the questions of today. The options for student discussion include: (1) "Promote Western Values"; (2) "Protect Our Interests"; (3) "Beyond Europe"; and (4) "Reduce Our Obligations." The accompanying teacher's resource book contains a 10-day plan and student activities. The first six days of the lesson plan are meant to reinforce key concepts raised in the student background readings. Days seven and eight feature a simulation in which students assume the roles of advocates for the four discussion options. The final two days of the lesson plan engage students in clarifying their own views on the United States' role in Europe, and ultimately, in developing their own proposals for the United States' European role. (EH)

ED 398 112 SO 026 385

Roessler, Michael
What Do They Do In OUAGADOUGOU? (Wa-ga-do-goo) Discovering Other Cultures.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

skills classes is made using the file system. It is concluded that while this approach requires more work on each teacher's part, it is more effective. (MSE)

ED 397 678   FL 024 003

Motta-Roth, Desiree; And Others
EFL Teaching in Brazil: Emphasizing Conditions, Processes, or Product?
PUB DATE- 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Research; Conference Proceedings; Educational Environment; *Educational Research; Educational Strategies; Educational Trends; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Language Teachers; *Learning Processes; Research Design; *Research Projects; Second Language Instruction; Student Role; Teaching Methods; Trend Analysis
IDENTIFIERS- *Brazil

To investigate teaching practices for English as a foreign/second language (EFL) at the university level in Brazil, three researchers analyzed the research presented at the 1990 Brazilian National Conference of EFL University Teachers (ENPULI Conference). Focus of the analysis was on the main objective of the study and the emphasis placed on different variables: teaching methods; learner characteristics; context; learning processes; and outcomes. It was found that the prevailing tendency was to overemphasize teaching conditions while overlooking learner characteristics and aspects of context. Results suggest a strict view of teaching as a matter of methods and materials, which may lead to short-term solutions instead of more complex accounts of what constitutes the learning process. It is proposed that a global approach to EFL teaching and learning is necessary for successful results. Contains 16 references. (MSE)

Management; *Higher Education; *Information Management; *Institutional Research; Models; Public Colleges; Student Financial Aid; Student Recruitment; Trend Analysis
IDENTIFIERS- College Information System; *Maryland

This volume presents five papers on higher education institutional research in Maryland, all of which were originally presented at annual meetings of the Maryland Association for Institutional Research from 1993 through 1995. The first paper is "A Day in the Life of an Institutional Researcher: Past, Present and Future" (Merill Pritchett). It identifies five broad developments in institutional research (IR): demography, technology, the changing nature of work, changes in the economy, and changing ideas about public institutions, particularly higher education. The second paper is: "Information and the Continuous Improvement of Enrollment Management" (Craig A. Clagett and Helen S. Kerr). It offers a conceptual framework for organizing the information necessary to support a successful enrollment management program and gives three examples of the model's application at different types of institutions. The third paper, "Freshmen for Sale: The Role of Financial Aid in Matriculation of Admitted Students" (Yun K. Kim), focuses on populations most likely to accept a financial "offer" and matriculate and determination of the peak total aid amount to maximize yield. The fourth paper is "Reengineering the Academy: Is There a Role for Institutional Research?" (Merill Pritchett). This paper looks at reasons campuses are implementing fundamental reengineering, results of their efforts, and the role of IR in reengineering efforts. The last paper is "Institutional Research: What Should We Expect?" (Craig A. Clagett and Helen S. Kerr). This paper identifies expectations that sponsors and consumers should have of IR and expectations the IR office should have of the institution. It also describes one performance monitoring indicator system for institutional research. (Most of the papers contain references.) (CK)

ED 397 716 HE 029 316

Muffo, John A.

Lessons Learned from a Decade of Assessment. AIR 1996 Annual Forum Paper.

PUB DATE- 8 May 96

NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); *College Administration; *College Faculty; *College Outcomes Assessment; Departments; Educational Trends; Evaluation Methods; Faculty Development; Faculty Evaluation; Formative Evaluation; Higher Education; Information Dissemination; *Institutional Evaluation; *Institutional Research; Program Evaluation; Reliability; *State Regulation; Surveys; Teacher Role; Testing; Trend Analysis

IDENTIFIERS- *AIR Forum; Virginia Polytechnic Inst and State Univ

Principles for college outcomes assessment, as outlined in the literature, are reviewed. Drawing on the experience of the Virginia State Polytechnic Institute and State University (Virginia Tech) during a decade of state-mandated outcomes assessment, a number of salient issues are identified. Faculty and academic issues include these: faculty resistance to assessment and accountability; relationship of faculty development to assessment; maintaining continuity year-to-year; and continuous assessment and resulting curricular adjustment in academic units. Administrative considerations concern: data dissemination; financial support for assessment activities; curriculum changes resulting from frequent assessment; student involvement in learning; placement testing; evaluating success in introductory courses; qualifications of assessment personnel; and cooperation between assessment, institutional research, and planning. One additional issue is that at the state and national levels there appears to be a trend toward standardization of testing and opinion surveys. The paper foresees such trends as: statewide student testing; increased use of numerical indicators; common satisfaction questions such as those in alumni surveys; use of peer studies; increased sophistication of disciplinary accreditation bodies; close scrutiny of innovations; and increased pressure for assessment from the business sector. (MSE)

ED 397 735 HE 029 335

Elford, I. Chris

Performance Indicators in Postsecondary Education in Alberta: An Analysis. AIR 1996 Annual Forum Paper.

PUB DATE- 7 May 96

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, New Mexico, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Case Studies; Change Agents; *College Outcomes Assessment; Educational Economics; Educational Policy; *Evaluation Criteria; Fiscal Capacity; Foreign Countries; Higher Education; Institutional Research; Metaphors; Models; *Outcomes of Education; Performance Factors; Public Colleges

IDENTIFIERS- *AIR Forum; Alberta; *Performance Indicators

This paper analyzes the current proposals by the government of Alberta, Canada, to implement an accountability framework for the province's postsecondary institutions using performance indicators. The paper develops a conceptual framework for performance indicators based on a discrepancy model of evaluation using three metaphors: mechanical, medical, and economic. This is followed by a critical examination of performance indicators with delineation of potential weaknesses and strengths as well as recommendations for practice. Finally, the Alberta plan is used as a case study to illustrate the concepts developed in the paper. The Alberta plan for performance indicators in the public postsecondary sector is seen as reflecting an economic metaphor of performance indicators which will result in measuring fiscal effectiveness as opposed to educational effectiveness. Further, while the Alberta government has indicated that the performance indicators will allow for inter- and intra-sectoral variations, no allowances seem to have been made for a value-added assessment of student outcomes, which is at the heart of the purpose for postsecondary educational institutions. (Contains 19 references.) (Author) improve the delivery of education and other services to all the institution's customers. The document addresses the common situation when an organization already has offices and/or directors of each of these functions and professional and territorial issues must be addressed. The organizational development model being used is the Capability Maturity Model and its five stages (ad hoc processes, repeatable processes, standardized processes, measurement, and continuous improvement) are explained. The history and lack of formal linkage between each of the four processes at SWT are reviewed as are initial informal initiatives for integration. A long-term vision of integration is outlined in terms of ideal objectives. Specific activities to realize this vision accomplished during the first year and remaining activities are reported. These include: sharing reports from the strategic planning consultant and state auditors with the university community; replacing university planning committee with a small cross-functional team representing planning, budgeting, assessment, and quality; formalizing an assessment process; establishing indicators; and developing feedback loops. (Contains 34 references.) (DB)

and exercises enabling them to participate in the needed analysis, decision-making, and problem-solving. Contents include communication issues and strategies, a series of cases, and case analysis exercises that apply to these tasks: structuring the department mission; enhancing the department climate; defining department ethics; conducting performance counseling; managing conflict; implementing change; working with the dean; building alliances; and promoting the department. An index of cases by higher education issue and administrative task covers such issues as: academic dishonesty, affirmative action, alumni relations, collegiality, crisis management, delegation of duties, department climate, development/fundraising, due process and individual rights, faculty complaints and grievances, governance issues, instructional quality, merit pay, performance counseling, productivity, promotion and tenure decisions, and scientific misconduct. (Contains 24 references.) (MSE) revision; (6) ID processes received more attention at the unit and daily levels; (7) most teachers gave equal importance to written and mental planning; (8) during teaching there was less deviation from unit and daily plans than from yearly plans; (9) initial planning decisions centered around content and objectives, while most planning time was spent on content, materials, and activities; and (10) testing instruction prior to using it in the classroom was impractical. Ways for teachers and instructional designers to work together include: (1) developing a common technical language of instruction; (2) validating the scientific bases of teaching as essential precursors of the art of teaching; (3) adopting a layers-of-necessity philosophy in modifying classical ID to meet the needs and practices of teachers; and (4) recognizing the need for gradual reform and fundamental systemic restructuring as concurrent, interactive ventures. (Contains 37 references.) (Author/SWC)

ED 397 790   IR 017 978

Eggers, Renee M.; McGonigle, Dee
Internet-Distributed College Courses: Instructional Design Issues.
PUB DATE- 96
NOTE- 4p.; In: Proceedings of Selected Research and Development
  Presentations at the 1996 National Convention of the
  Association for Educational Communications and Technology
  (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Access to Education; Computer Assisted Instruction;
  Curriculum Development; Distance Education; Educational
  Innovation; Higher Education; *Instructional Design;
  *Instructional Effectiveness; Instructional Materials;
  *Internet; Teacher Student Relationship
IDENTIFIERS- Connectivity; Cyberspace

College courses have now gone beyond the walls of the traditional college classroom into cyberspace. These new Internet course offerings bring about major instructional design issues that must be acknowledged and addressed during the course development phase. Two of the major issues are Internet access requirements and clarity of instruction as influenced by instructor absence, varying levels of interactivity, and "class" size. However, there are also other educational issues that must be considered such as incidental learning, quality control, and cultural climate. (Author/SWC)

Land, Susan M.; Hannafin, Michael J.
The Process of Developing Theories-in-Action with OELEs: A Qualitative Study.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN, 1996); see IR 017 960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Courseware; Decision Making; *Educational Technology; Feedback; Grade 7; *Hypothesis Testing; Junior High Schools; *Learning Processes; *Learning Theories; Microworlds; Science Instruction
IDENTIFIERS- Hypothesis Formulation; *Open Ended Learning Environments; Situated Learning; Technology Integration

Open-ended learning environments (OELEs) like microworlds have been touted as one approach for blending learning theory and emerging technology to support the building of student-centered understanding. The learning process involves developing theory-in-action--an intuitive theory that is generated and changed by learners as they reflect upon experiences that either confirm or challenge the validity of the theory. The purpose of this study was to investigate how theories-in-action develop in collaboration with open-ended learning environments. The study examined the following questions: (1) What processes are used by learners to build and/or evolve a theory-in-action? (perception, organization, integration); (2) What intentions are used by learners to build and/or evolve a theory-in-action? (unsystematic searches, goal-based intentions, means-based intentions); and (3) How do learners use system features to build and/or evolve a theory-in-action? (awareness of features vs. awareness of how to use them to accomplish goals or test a hypothesis). Participants were four seventh-grade students drawn from a general science class. Findings were organized according to an analysis of system-based events, learner processing of events, and learner intentions for action. Results indicate that the process of developing theories-in-action in conjunction with OELEs appears to center around three primary areas: decisions about how to use the system; processing of system-generated feedback; and intentions for further action. The more closely linked these three components, the more likely a theory-in-action will develop and evolve. Further discussion focuses on over-reliance on visual cues and on the discovery of a situated learning paradox. (Contains 15 references.) (AEF) took notes online. The difference, which supports online notetaking, appeared to be due to the way the control and online notetakers answered the factual-type questions on the posttest; (2) the type of notes taken did not affect the overall retention of information; (3) the method used to take notes and the type of notes taken did not affect the number of idea units recorded by the subjects; (4) a difference in recall scores was found between the verbatim and both the "own-style" and paraphrase notetakers, supporting the verbatim notetakers; and (5) there was a positive correlation between the recall scores and total posttest scores of the subjects. (Contains 31 references.) (Author/AEF) lower right (4). Significant differences in the impact of color configuration were found in advanced and beginning level keyboardists, but none was found in those of intermediate skill level. Results suggested that more errors go undetected in the lower half of the screen, quadrants three and four. The best color configurations for error detection in these two quadrants are W/B and A/G, both light characters on dark backgrounds. These results have direct implications for instructors of proofreading. (Contains 15 references and 5 tables.) (SWC)

outcomes. (TGI)

ED 397 862 JC 960 440

Financial Status of Iowa's Community Colleges.
PUB DATE- Apr 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *College Planning; Community Colleges; *Educational Economics; *Educational Finance; Federal Aid; Financial Needs; *Financial Support; Fiscal Capacity; School Funds; State Aid; *Student Costs; Two Year Colleges
IDENTIFIERS- *Iowa Community Colleges

Designed to provide information on the Iowa community colleges' overall financial performance for fiscal year (FY) 1996, this report reviews individual budgets for the state's 16 community colleges and provides a compilation of statewide budget data. Following an introduction, data are presented on the colleges' fund balances, or the sum of current assets less current liabilities, and cash reserves for 1993 to 1995, indicating that for FY 1995 the colleges unrestricted fund balance represented 7.73% of total expenditures. Next, tables are presented for FY 1993 through FY 1996 showing revenues and expenditures for each college and state totals, indicating that in FY 1996 the colleges had a total revenue of $253,612,684 and total disbursements of $252,886,039. The report then provides a financial condition worksheet distributed to the colleges to determine if 1996 working budgets reflected original expectations, as well as narratives from the 16 colleges discussing financial plans and performance for FY 1996. Finally, an analysis of the findings and trends is presented, indicating that federal aid has decreased by 6.54% since 1993 and tuition and fees have increased, currently representing over 33% of college revenues. Appendixes include a glossary of terms; graphs of revenues, expenditures, and enrollment for FY 1993-FY 1995; and a table showing community college tuition and fees for 1995-96. (TGI)

Contains nine references. (BCY)

ED 397 881 JC 960 482

Wolin, Carrole A., Ed.
The CEO Contract: Creating a Winning Partnership.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; *College Presidents; Community Colleges; *Compensation (Remuneration); *Contracts; *Contract Salaries; *Employment Practices; Fringe Benefits; Legal Responsibility; National Surveys; Two Year Colleges

Focusing on contracts for chief executive officers (CEO's) at community colleges, this monograph describes basic elements and legal requirements of CEO contracts and reports findings from a national survey examining the characteristics of such contracts. Following introductory material, the first section provides general information on CEO contracts, highlighting basic contract elements and considerations related to compensation and evaluation and separation clauses. This section also includes a checklist of items upon which boards and potential CEO's should reach agreement. Next, results are provided from a survey of 617 CEO's nationwide, including data on benefits; the relationship between the type of institution (i.e., single campus, multi-campus, part of a multi-college district, or district office) and the comprehensiveness of the contract; the relationship between institution size and CEO characteristics to contract terms; and the interaction between benefits and salary. Next a legal perspective is presented on CEO contracts, reviewing issues related to mandatory arbitration agreements and obtaining releases from departing employees. A sample CEO employment agreement, an executive employment agreement, and a separation agreement and general release are then provided. Contains 20 references. A roster of the committee conducting the CEO survey and a list of survey respondents are appended. (BCY)

beneficial, while the three highest rated courses were Human Development, Human Adjustment and Abnormal Behavior, and Child Psychology; (4) 30% of the former students had participated in volunteer work with a community service agency as part of a psychology course, and close to three-fourths indicated that volunteering helped them learn to appreciate some of the real problems faced by society; and (5) students judged the use of lectures and classroom discussions as the most effective instructional methods, while they judged the use of media as less effective. The survey instrument is appended. (BCY)

ED 397 900   JC 960 509

Lucas, John A.; Dincher, Judy
Follow-Up Study of 1994 Nursing Graduates. Volume XXIV, Number 6.
PUB DATE- Oct 95
NOTE- 44p.; For a study of 1992 graduates, see ED 373 830.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Comparative Analysis; Followup Studies; Graduate Surveys; Job Satisfaction; *Nurses; *Nursing Education; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Questionnaires; Salaries; Student Educational Objectives; Two Year Colleges; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of an evaluation of the effectiveness of its nursing program, William Rainey Harper College (WRHC) in Illinois conducted a follow-up study of program graduates from 1994. One year after their graduation, questionnaires were sent to all 114 graduates from 1994, soliciting information on their employment status, future educational plans, and evaluation of their experience at WRHC. In addition, a second survey was sent to the employers of 50 consenting graduates to determine their perceptions of graduates. Study findings, based on responses from 70 graduates and 16 employers, included the following: (1) 66.7% of the graduates were employed full-time, 30% were employed part-time, and 3% had chosen to be homemakers; (2) the mean annual full-time salary of graduates was $31,654, up 2.2% from 1992; (3) 49% of the graduates employed were supervising others, compared to only 33% of 1992 graduates; (4) while only 7.2% were enrolled in a college degree program, 65% indicated that they planned to enroll in the next year or two; (5) with respect to the education they received in the program, 56% were very satisfied and 97% were at least satisfied; and (6) while employers rated graduates as better than adequate on 44 functions included in the survey, they were rated highest on communication skills and ethics and lowest on critical thinking and research. The survey instrument is appended. (BCY) characteristics; and (3) a large proportion of the enrollees simply found the uncompromising subject matter of CHM101 beyond their power to master. Future studies should assess the effect of personal motivation, quality of study habits, family pressures, receipt of counseling and tutoring, and levels of "science anxiety" on student success. (MPH)

ED 397 920 JC 960 545

Stockton, James J.
An Assessment of Key Stakeholder Group Expectations of North Arkansas Community/Technical College and a Comparative Examination of Its Mission Statement.
PUB DATE- Jun 96
NOTE- 207p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Community Attitudes; Community Colleges; Expectation; *Institutional Mission; *Mission Statements; *Politics of Education; *School Attitudes; *School Community Relationship; Student Attitudes; Teacher Attitudes; Two Year Colleges

A study was conducted at North Arkansas Community/Technical College (NACTC) to determine whether the college's mission statement matched the expectations of key internal and external stakeholders. To gather data, surveys were conducted of 554 external stakeholders, including advisory committee members, alumni, chamber of commerce members, area employers, and public school personnel, as well as 649 internal stakeholders, including college employees, board members, and credit and non-credit students. Study findings, based on a 44.7% response rate from all 1,203 surveys mailed, included the following: (1) all published college goals were seen as highly important by respondents; (2) the two most important goals for stakeholders were "to provide a comprehensive program"; and "to attract and retain a highly qualified faculty and staff"; (3) stakeholders wanted more emphasis placed on career programs, particularly in new and emerging careers and for retraining; and (4) areas of conflict or confusion included the importance of the athletic program, the non-credit student program, and developing a baccalaureate degree program. Several recommendations were developed based on study results, including that NACTC should study the cost-effectiveness and relevance of existing instructional programs and develop guidelines to limit use of auxiliary funds for athletics. Contains data tables and 151 references. (MPH) critical of the content of the New Zealand Curriculum. (A copy of the Principals' Interview Schedule is appended.) Contains 47 references. (AA)

ED 397 940   PS 024 231

Dharmadasa, Indranie
Parent-Child Literacy Intervention in a Family Development Project in Sri Lanka.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual International Roundtable on Family, School, and Community Partnerships (8th, New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Family Involvement; *Family Programs; Foreign Countries; Grade 2; Language Enrichment; Likert Scales; *Literacy; *Literacy Education; Low Income; Mothers; Parent Child Relationship; Parent Influence; *Parent Participation; *Parents as Teachers; Primary Education; Rural Family
IDENTIFIERS- *Sri Lanka; Tukeys Test

Most of the low-income, under-educated mothers in rural areas of Sri Lanka are disadvantaged and unable to provide their children with a healthy home environment, guidance, or the material support required for their children's education. This study hypothesized that educating low-income, under-educated mothers to develop their own literacy skills would enhance their capacities to develop their children's language competencies. The sample consisted of 20 low-income, under-educated mothers whose children were in grade 2 in the village of Uyanwatta in the District of Kandy in Sri Lanka. Literacy development activities related to 4 major components of language development were conducted with the mothers for 8 weeks. The mothers' skill development was measured by a 5-point Likert-type rating scale and by observations made by 4 observers on mother-child interaction activities. The data revealed that educating low-income, under-educated mothers to develop their literacy skills enhanced their capacities to assist their children's language development to a greater level in listening and speaking than in writing and reading. (Contains 42 references.) (Author/SD) is a Resource for Fathers, and Mothers): Mar Vista Family Center"; (6) "Father to Father," (Al Gore); (7) "Public Policy and Poor, Unwed Fathers: Case Studies Show Dads Aren't 'Deadbeats'" (Daniel Ash); (8) "Bringing Home Better Communication: Fathers' and Mothers' Groups Work Together in Baltimore"; (9) "Fathers and Families: Building a Framework for Research, Practice, and Policy," (Vivian Gadsden); and (10) "Con Los Padres: How One Program Encourages Father Involvement." A list of resources concludes the publication. (KDFB)

ED 397 959   PS 024 329

Slegers, Brenda
A Review of the Research and Literature on Emergent Literacy.
PUB DATE- Mar 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; Beginning Reading; Early Childhoo Education; *Emergent Literacy; Kindergarten; *Literacy; Literacy Education; Literature Reviews; Parent Role; *Prereading Experience; *Pretend Play; School Entrance Age; School Readiness; Teaching Methods; *Young Children
IDENTIFIERS- Educator Role; Maternal Scaffolding

In view of the importance of literacy learning, this paper defines emergent literacy and explores how researchers and teachers define it in the 1990s. The paper also attempts to answer the following questions: (1) What is the best way to teach literacy to young children? (2) Is there a correct way to teach it? (3) What does the research say regarding academic versus social learning? (4) Has kindergarten become too academic? (5) How does the research address age appropriateness versus developmental appropriateness? and (6) How can emergent literacy be assessed? The paper provides a brief description of the history of the emergent literacy concept, describes the three stages of emergent literacy development, and discusses major issues, controversies, programs and contributors in relation to Piaget and Vygotsky's educational theories, with an emphasis on the significance of make-believe play to literacy development. The paper also discusses controversies surrounding the significance of academic-oriented kindergarten, appropriate kindergarten entry age, maturational readiness, developmentally appropriate practices, and assessment practices. The paper concludes with recommendations on curriculum and teacher education, and a discussion of the roles of parents, teachers, and school administrators in children's literacy development. Contains 22 references. (MOK) constraints. This monograph, one of the five commissioned by the AWID forum, discusses strategies used by women in different parts of the world to bring about change and to realize the benefits of sharing visions for the future. The monograph presents new information on the quality of life of girls in developing countries, especially as it relates to their health, education, and social well-being. It also presents program and policy options as suggestions for decision makers, planners, program implementers, and others who are interested in improving girls' lives. Contains 114 references. (MOK)

ED 397 977 PS 024 434

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
Caution: Families at Work = Attention: Familles au Travail.
PUB DATE- Jun 96
NOTE- 45p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Children; *Dual Career Family; Employed Parents; Employee Attitudes; Employer Attitudes; *Family (Sociological Unit); Family Needs; *Family Work Relationship; Foreign Countries; Housework; Parent Attitudes; Stress Management
IDENTIFIERS- *Canada

This publication, in English and French, reports on the work-family conflict in Canada, gauges progress over the past decade, and examines how views have changed. The following articles are featured: (1) "Caution: Families at Work" (Ish Theilheimer), an examination of current workplace innovations, viewpoints of employers and employees, and the conflict between living standard and quality of life; (2) "Beyond Accommodation: Towards Work and Family Harmony" (Nora Spinks), a description of the kinds of processes needed to address work-family issues within the workplace and the evolution of understanding; (3) "Work and Family in the 90s: The View from the Trenches" (Lina Duxbury, Christopher Higgins), a discussion of lessons learned from seven years of research on work and family issues; (4) "Dual Careers, Double Anxiety" (Reginald Bibby), an investigation of major sources of strain in two-career Canadian families, time constraints and job anxiety; and (5) "Canada's Working Families--It's About Time" (Alan Mirabelli), an argument that the work-family conflict has no one solution and a proposal for an agenda of research and action. Also included in the publication is information on upcoming conferences; news from collegial institutions; and current statistics on the numbers of two-job families, unemployment, distribution of unpaid household work, time at work, and volunteer locations. (KDFB)

NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption; Child Abuse; Child Custody; *Child Rearing; Court Litigation; Divorce; *Family Problems; Family Relationship; Family Violence; *Grandchildren; *Grandparents; Kinship; Parent Attitudes; Parent Child Relationship; Social Support Groups; Substance Abuse
IDENTIFIERS- *Grandparent Grandchild Relationship; Grandparent Responsibility; *Grandparents as Parents

There are 3.2 million children in the United States living with their grandparents or other kin, a 40 percent increase since 1980. This exploding sociological trend with far-reaching implications for our future spans every segment of our society--rich and poor, black and white, Asian and Hispanic, urban and suburban. Based on interviews with grandparents, their children, and the grandchildren, this book explores the challenges, hardships, and rewards faced by grandparents raising their children's children. Following a preface and introduction that describes the author's experience of raising a grandchild and provides a general picture of the phenomenon, the book's chapters are: (1) "The Bad Parent," on children in the middle of an adversarial relationship between their parents and grandparents; (2) "Family Secrets," contrasting how two sets of grandparents handle what they tell or do not tell their grandchildren about the situation; (3) "When Grandparents' Don't Agree," on the tensions that arise when couples bring two different perspectives to taking in grandchildren; (4) "Healing the Wounds," on the importance of both formal and informal support for coping and mending the effects of adversarial relationships; (5) "Integrating the Birth Parent," on incorporating a relationship between the grandchild and his or her parent, regardless of the parent's problems and even if the parent is not present; (6) "What's in a Name?" on issues surrounding what names or endearments by which a child addresses a custodial grandparent; (7) "Mothers in Prison," on the mothers' perspectives of having their children raised by their grandparents; (8) adoption and transition issues that arise when an estranged parent returns wanting custody of the grandchild; and (9) "Grandchildren--Having Their Say," on resolving the divided loyalties inherent to being raised by grandparents. A 28-item bibliography and a list of resources for grandparents as parents is included. (HTH)

Nasstrom, Roy; Gierok, Anne
National Television News in Seven Rural Districts. Report 96-2.
PUB DATE- 5 Apr 96
NOTE- 23p.; Modified version of a paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; *Educational Television; High Schools; *News Media; Rural Education; *Rural Schools; School Districts; Social Studies; Student Attitudes; Surveys; Teacher Attitudes; Television Commercials
IDENTIFIERS- *Advertising Effectiveness; Cable News Network; Channel One; *Television News; Wisconsin

The implementation, delivery, and impact on students of news programs delivered to schools by Channel One and CNN-Newsroom were examined in seven rural districts in Wisconsin. Investigation covered three districts using CNN and four districts using Channel One within a three-county area. Involved administrators, teachers, and students responded to surveys targeted to each group according to program used. The innovative quality of both CNN and Channel One contributed to their implementation, although selections of Channel One relied strongly on administrative and board decisions and CNN selections relied more on teacher choice. The free equipment provided with Channel One was a major determinant of the program's selection. Delivery of the programs differed considerably. CNN programs took place in academic classrooms as part of regular courses, while Channel One programs occupied a wide variety of settings, including study halls and homerooms. Overall, teachers and students indicated that CNN contributed more to student knowledge than did Channel One. Nevertheless, students in a Channel One school in which programs were presented in an academic setting indicated as much recognition of the program's impact as did their counterparts in CNN schools. The use of commercials in Channel One programs did not preclude a majority of teachers from supporting continued use of the program. In Channel One schools, the influence of advertising on buying habits appeared greater for students who believed they gained knowledge from the program than for those who did not. Contains 36 references. (Author/TD)

At the Heart of Education: Portfolios as a Learning Tool.
PUB DATE- 95
NOTE- 19p.; In: Experience and the Curriculum; see RC 020 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Evaluation Methods; *Experiential Learning; *Grade 3; Higher Education; *Nongraded Student Evaluation; Nontraditional Education; *Portfolio Assessment; Preservice Teacher Education; Primary Education; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Student Engagement

This chapter consists of a conversation between a third-grade teacher and a teacher educator about the advantages of the portfolio method of assessment. The advantages of portfolios are that they are a powerful learning tool as well as an assessment tool, they can make the separate subjects in a curriculum come together in an integrated way, and the fact that they are prepared for an audience besides the teacher makes the student think more about the real-world applicability of the material. The challenges of portfolios are the time they require, and that educators need to relinquish some control in order to empower students at the center of the learning process. Working with portfolios requires engaging students in the process of developing standards, collecting and selecting from their authentic work, and making presentations to an audience. This collaborative process encourages both teachers and students to explore new concepts for standards of quality. The exercise of determining these standards is a valuable learning tool in itself. Beyond content knowledge, portfolios encourage critical thinking, decision making, organization, reflection, and presentation, which are practical life skills. Portfolios encourage authentic interdisciplinary links that cut across content areas, providing support for teacher collegiality, teaming, and integrated studies. For students, this helps break down artificial barriers that can separate subjects when the focus is almost entirely on content acquisition rather than application and use. (Contains 10 references.) (TD)

what can be done to reduce the threat, and how the Endangered Species Protection Program works. The profiled species include Kemp's Ridley Sea Turtle, American Burying Beetle, Eastern Indigo Snake, Whooping Crane, Mission Blue Butterfly, Florida Manatee, Shortnose Sturgeon, Fresno Kangaroo Rat, Small Whorled Pogonia, Bald Eagle, Black Lace Cactus, and Black Footed Ferret. Contact information for the U.S. Fish & Wildlife Service and Endangered Species Coordinators in each of 10 U.S. Environmental Protection Agency regions is provided. (LZ)

ED 398 046 SE 056 841

Litzgus-Sianchuk, Jennifer J.
The Problem of Will in Environmental Education and Its Implications for Curriculum.
PUB DATE- 94
NOTE- 251p.; M.A. Thesis, University of Ottawa.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Affective Behavior; *Attitudes; *Curriculum; Elementary Secondary Education; *Environmental Education

Humanity has enough knowledge and resources to respond effectively to the environmental and related global crises, and large international coalitions of scientists and religious leaders urge humanity to immediately and dramatically change our relationship with nature. Although many individuals express agreement with these recommendations, the "will" to respond to the environmental crisis seems to be lacking. The same worldview held responsible for creating the environmental crisis, has also affected people such that their will to respond to the environmental crisis is blocked. Although the central theme of environmental education has been to achieve widespread responsible environmental behavior, environmental education scholars have neglected to explore the concept and process of will. They have predominantly assumed that information alone will lead automatically to responsible environmental behavior. This thesis explores the problem of will in environmental education, especially in light of contemporary constraints on will, and it identifies some practical implications for curriculum. (Author) high level of ATM (ATM-high) or absence of ATM (ATM-absent) during the first class session, as well as high level or absence of ATM and classroom context throughout the semester. Results of analysis of initial ATM-high (n=8) and initial ATM-absent (n=8) journal entries found variability in ATM levels among both groups throughout the semester. Initial ATM-absent pre-service teachers consistently reported high levels of interest in teaching mathematics. Similarly, when those reporting high initial ATM described interest in developing creative strategies for teaching mathematics, their ATM was reduced. For initial ATM-high pre-service teachers, when ATM became severe during the semester, it interfered with learning new course material. Implications for developing mathematics methods course curriculum are discussed. (Author)

ED 398 068 SE 058 723

Masingila, Joanna O.
The Mathematics Practice of Carpet Layers: A Closer Look at Problem Solving in Context.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Careers; Geometry; Higher Education; Interviews; *Mathematical Applications; *Measurement; Observation; *Problem Solving

The majority of research on mathematics practice in everyday situations within cultures has investigated the use of arithmetic and geometry concepts and processes. To extend this research to a situation using measurement ideas, this paper investigates the mathematics practice of a group of carpet layers in an effort to detail how ordinary people "actively give meaning to, and fashion, processes of problem solving in the midst of ongoing activities in relevant Settings" (Lave, 1988). Data were collected by observing and informally questioning the employees of a carpet laying business. Four areas of mathematics concepts used by the estimators and/or installers were observed: measurement, computational algorithms, geometry, and ratio and proportion. Two general observations were made: (1) the estimators and installers were not concerned with square footage of a room but with the square feet of carpet needed in the room, and (2) all problems in carpet laying are optimization problems. (MKR) expected of them and how they taught, and how boys and girls, whites and blacks, and children in various parts of the nation perceived their schools. The volume traces the development of the high schools in major cities on the eastern seaboard to the expansion of free public schools. Although early high schools were condemned by their critics as elite institutions of classical learning, the book shows that high schools in fact were dedicated largely to offering talented, mostly middle-class youth a quality education in modern, practical subjects. (EH)

ED 398 090   SO 026 236

Valentine, Martha
We the Jury: A Simulation for the Classroom. Instructor's Guide.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizen Participation; *Citizenship Education; Civil Law; Civil Liberties; *Constitutional Law; *Court Litigation; Courts; Criminal Law; Due Process; Instructional Materials; *Juries; *Law Related Education; Secondary Education; Social Studies
IDENTIFIERS- Bill of Rights; Constitutional Rights Foundation; Fourteenth Amendment; Mock Trials; Seventh Amendment; Sixth Amendment; *Street Law; United States Constitution

Designed to provide students and adults with a learning experience related to the jury system, this game focuses on the jury selection process. In doing so, the game examines an important element of a fair trial--the right of the accused to be judged by an impartial jury. The game is designed for four class periods and can be used with a class of 30-35 students. Following a discussion of the background of the jury process and its institutionalization in the Constitution, students select a jury for hypothetical cases. The objectives of the game are to enable students to: (1) describe the jury selection procedure; (2) describe the rights of the accused regarding trial by jury; (3) develop questions that probe underlying attitudes and values; (4) participate in and evaluate a mock jury selection exercise; and (5) demonstrate a willingness to serve on jury duty. Instructor's guide and student handouts are provided. (LH)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Computer Assisted Instruction; Cultural Education; Economics Education; Educational Games; Foreign Countries; *Global Education; Grade 6; Intermediate Grades; Multicultural Education; Secondary Education; Social Studies

This document consists of the documentation and worksheets that accompany a computer program available on diskette. The computer program is designed to reinforce and enhance a student's knowledge of global geography through a game format. In each game, students are given clues and challenged to identify five different countries that have been selected from a total of 20 countries. If the student correctly identifies the country then points are awarded but a student loses points when answers are incorrect (to discourage guessing). Players also score points by locating countries on a world map. One or two students may play at a time. Teachers can use the clues provided on the program, or by using the teacher's menu they can edit the clues, or can create their own. Student scores are shown at the end of every round. Six reproducible activity worksheets accompany the disks. Goals to be achieved include learning about cultural, physical, and economic geography of the 20 countries included in the program; stimulating interest in global education; discovering how young people live in other countries; practicing drawing inferences from written and graphic data; and familiarizing students with the location of 20 countries. (JAG)

ED 398 113 SO 026 386

Jenkins, Keith
Citizenship.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; Computer Assisted Instruction; Higher Education; *Law Related Education; Secondary Education; Social Studies; *United States Government (Course)
IDENTIFIERS- Historical Materials

This document consists of the documentation and question sheets that accompany an educational computer program available on diskette. This product is an oral review of all the questions asked on the Immigration and Naturalization Service oral test for U.S. citizenship. Student answers are recorded by the computer. The teacher reviews answers simply by listening to the recorded student answers. The program has two parts, practice and quizzes. In practice, students see a picture, a written question, and hear the question. The student answers the question using a microphone and the computer records it. Students can re-enter their voice recordings if they want to change them. After the student voice is recorded, the computer goes to the answer frame and gives the correct answer in text and audio. For further reinforcement, the student can record the correct answer after hearing it. The questions in the quiz section are identical to the practice section but use sound only. No text or pictures appear. Students should use the practice section to learn and build confidence, and use the quiz section when they want an experience that is very similar to the actual oral exam required of all persons who wish to become U.S. citizens. (JAG)

ED 398 114 SO 026 390

McPheron, Linda
Econosense: A Common Sense Approach to the Study of Economics.
PUB DATE- 85
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consumer Education; Costs; Economic Change; Economic Climate; *Economic Factors; *Economics; *Economics Education; Elementary Secondary Education; Productivity; Resource Materials; *Supply and Demand

This student activity book and teacher's guide address specific economic terms and concepts correlated to specific student learning objectives. The concepts presented are those essential to any student developing a basic understanding of economics. Each lesson follows a specific format with a basic core of information, comprehension questions, recall questions,

ED 398 138 SO 026 659

Parker, Franklin; Parker, Betty J.
Eric Hoffer (1902-83) Revisited: Books and Ideas (A Dialogue).
PUB DATE- Oct 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior; Conditioning; Decision Making; Higher Education; Individualism; *Individual Psychology; *Philosophy; *Psychology; *World History
IDENTIFIERS- *Hoffer (Eric)

This paper is structured in the form of a dialog between its two authors. It chronicles the life of Eric Hoffer, a self-taught philosopher and San Francisco longshoreman. Hoffer wrote "The True Believer" (1951), eight other books, and many articles. The paper describes his working life and the influences that led him to write on such themes as: (1) "Change"; (2) "Mass Movements"; (3) "Role of the Weak in History"; (4) "Role of the Young in History"; (5) "Creativity"; (6) "Intellectuals"; (7) "Role of Jews in History"; and other themes. The paper contains an extensive bibliography of over 100 works by and about Eric Hoffer, including book reviews, television appearances made by Hoffer, and obituaries. (EH)

ED 398 139 SO 026 695

Beatty, Alexandra S.; And Others
NAEP 1994 U.S. History Report Card. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 134p.; For related documents, see ED 389 666 and SO 026 762.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Based Assessment; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Grade 4; Grade 8; Grade 12; History Instruction; *National Programs; Standards; *Student Evaluation; Tests; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

This book describes results from the 1994 National Assessment of Educational Progress (NAEP) assessment in U.S. history, conducted at grades 4, 8, and 12. Included in this report card are the results of students' achievement at each grade and within various subgroups of the general population. The report discusses the relationships between student performance and instructional and home background variables. This information gives educators a context for evaluating the U.S. history achievement of students and the results that may be used to guide reform efforts. Chapters include: (1) "NAEP 1994 U.S. History Assessment"; (2) "U.S. History Results for the Nation and Regions"; (3) "U.S. History Achievement Levels"; (4) "Contexts in which Students Learn History"; and (5) "What Students Know and Can Do in U.S. History." A conclusion, three appendices, 52 tables, and 13 figures complete the book. (EH)

ED 398 140 SO 026 721

ED 398 162 SO 026 872

Arts Education: A Bibliography for Grades 6 to 8.
PUB DATE- Jun 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art Education; Audiovisual Aids; Canada Natives; Community Resources; *Dance Education; Foreign Countries; Grade 6; Grade 7; Grade 8; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Musical Composition; *Music Education; Resource Materials; *Theater Arts; Visual Arts
IDENTIFIERS- *Canada

This bibliography, organized in seven sections, provides a comprehensive overview of Canadian arts education resources useful in the instruction of junior high school students. (1) "Titles and Descriptions" provides information, sources, annotations, and suggested subject integration for alphabetically arranged items. (2) "Community Resources/Magazines" lists community organizations, periodicals, and art galleries of interest to arts education students or teachers. Included in this section is a list of Aboriginal organizations whose elders may be available for participation or consultation. (3) "Musical Compositions Useful for Dance Class" are listed by composer. (4) "Author Index" is a list of titles arranged alphabetically by author's surname. (5) "Strand Index" and (6) "Media Index" list titles alphabetically under each designation. (7) "Distributor Directory" includes full names and addresses of companies along with telephone numbers, FAX numbers, and toll-free telephone numbers. (MM)

ED 398 163 SO 026 873

Drama 10, 20, 30: A Bibliography.
PUB DATE- Apr 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acting; Drama; *Dramatics; Elementary Secondary Education; Foreign Countries; Instructional Materials; Resource Materials; *Theater Arts
IDENTIFIERS- *Canada

This bibliography, organized in six sections, provides a comprehensive overview of Canadian arts education resources for use with dramatic arts students. (1) "Titles and Descriptions" and (2) "Out of Print Resource" provide information, sources, and annotations for alphabetically arranged items. (3) "Author Index" is a list of titles arranged alphabetically by author's surname. (4) "Media Index" lists titles alphabetically under each designation. (5) "Play Distributor Directory" and (6) "Distributor Directory" include full names and addresses of companies along with telephone numbers, FAX numbers, and toll-free telephone numbers. (MM)

ED 398 164 SO 026 874

Love, Jeffrey; Klipple, Bramble C.
Arts Participation and Race/Ethnicity. An Analysis of 1982, 1985, and 1992 SPPA Surveys.

ED 398 183 SP 036 792

McLaughlin, Milbrey W., Ed.; Oberman, Ida, Ed.
Teacher Learning: New Policies, New Practices. The Series on School Reform.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Constructivism (Learning); *Educational Change; Educational Policy; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Instructional Innovation; Learning Processes; Multicultural Education; School Restructuring; *Teacher Improvement; Teaching Methods

This collection of articles focuses on the practice and policy of staff development in terms of recent developments in teacher learning. Following an introduction by the editors, the book is divided into five parts. Part 1: New Perspectives on Practice contains three chapters: (1) "Reconceptualizing Teaching: Moving toward the Creation of Intellectual Communities of Students, Teachers, and Teacher Educators" (B. S. Nelson and J. K. Hammerman); (2) "Teaching the Way Children Learn" (B. Falk); and (3) "Constructivism and School Reform" (M. G. Brooks and J. Grennon Brooks). Part 2: A New Lens on Traditional Roles contains three chapters: (4) "Of Regularities and Reform: Navigating the Subject-Specific Territory of High Schools" (P. Grossman); (5) "Improving Classroom Practice: Ways Experienced Teachers Change after Supervising Student Teachers" (E. S. Tatel); and (6) "Assessment as a Heuristic for Professional Practice" (K. Jamentz). Part 3: New Structures for Learning and Change contains three chapters: (7) "Networks for Educational Change: Powerful and Problematic" (A. Lieberman and M. W. McLaughlin); (8) "Rethinking Restructuring: Building Habits of Effective Inquiry" (M. Szabo); and (9) "Communities for Teacher Research: Fringe or Forefront?" (M. Cochran-Smith and S. L. Lytle). Part 4: New Roles for Traditional Structures has five chapters: (10) "The Role of Teachers' Organizations: Reflections on Educational Policy Trust Agreements" (C. T. Kerchner); (11) "Text and Context for Professional Development of New Bilingual Teachers" (S. Dalton and E. Moir); (12) "Preparing Teachers for Multicultural, Inner-City Classrooms: Grinding New Lenses" (K. Tellez and M. D. Cohen); (13) "Problem-Based Learning: A Promising Approach to Professional Development" (E. Bridges and P. Hallinger); and (14) "School-University Partnership: Getting Broader, Getting Deeper" (L. Miller and C. O'Shea). Part 5: An Emergent Paradigm for Practice and Policy contains two chapters: (15) "Practices That Support Teacher Development: Transforming Conceptions of Professional Learning" (A. Lieberman); and (16) "Policies That Support Professional Development in an Era of Reform" (L. Darling-Hammond and M. W. McLaughlin). A list of participants at the July 1993 Pew Forum on Educational Reform is appended. (Contains extensive references.) (ND)

ED 398 184 SP 036 793

Haselkorn, David; Fideler, Elizabeth
Breaking the Class Ceiling: Paraeducator Pathways to Teaching.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

ED 398 202 SP 036 813

Grant, Theresa J.
Preservice Teacher Planning: A Study of the Journey from Learner to Teacher in Mathematics and Social Studies.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Style; Elementary Education; Field Experience Programs; Higher Education; Learning Processes; *Mathematics Education; Methods Courses; Preservice Teacher Education; *Prior Learning; *Social Studies; *Student Attitudes; Student Teaching; Teaching Methods; *Teaching Styles
IDENTIFIERS- *Preservice Teachers

This article examines issues that were critical for eight preservice teachers learning to teach mathematics and social studies in the context of reform-minded methods classes. The issues include: (1) the impact of their prior knowledge and experience in the development of content-specific pedagogical knowledge; (2) their conceptions of mathematics and social studies and of how students learn these subjects; (3) the impact of these conceptions on their plans for teaching; and (4) the ways in which issues of control undercut the decisions these preservice teachers made. Analysis of interview data revealed that the participants' descriptions of their own experiences in learning mathematics were focused on difficulties and successes, whereas in social studies these descriptions focused on affect, ranging from being bored to being greatly interested. Their conceptions of how the general population learns mathematics centered on natural ability and different types of learners, whereas in social studies these ideas were not applicable. Participants saw mathematics as identifiable and definable and social studies as more obscure. For the participants, the dominant issue in mathematics was "how do I get kids to learn mathematics"; in social studies the dominant issue was "what do I teach kids?". One preservice teacher's case is explored in depth. (Contains one table with highlights of participants' salient characteristics and background information and 19 references.) (ND)

ED 398 203 SP 036 814

Allen, Ruth M.; Casbergue, Renee M.
Frequency and Levels of Reflection: Their Relationship to the Evolution of Novice through Expert Teachers' Recall.
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Educational Objectives; Elementary Secondary Education; Higher Education; *Recall (Psychology); *Reflective Teaching; Teaching Experience
IDENTIFIERS- *Reflective Practice; *Teacher Development

ED 398 221 SP 036 872

Building Supportive Communities. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 95
NOTE- 110p.; For other guides in the series, see SP 036 871-873.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Resources; *Family Involvement; *Family Role; Group Activities; *Parent School Relationship; Preschool Children; Preschool Education; Preschool Teachers; *Staff Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This document is a guide to provide the foundation for developing local Head Start programs into strong communities for staff and families. Using workshop and coaching activities, the guide initiates a process of staff training and development designed to foster cooperation between families and staff. These activities encourage Head Start staff to: (1) examine the impact of their own beliefs and behaviors on the development of supportive relationships with each other and with Head Start families; (2) show support for each other and for Head Start families through recognizing and reinforcing individual and family strengths; (3) see themselves together with Head Start families as members of the community who work as a team in resource development; and (4) establish collaborative partnerships with each other, Head Start families, and resources in the broader community to address recurring concerns of families. Follow-up activities include opportunities tailored to the participant to continue building on skills learned in training and ways to identify new skills and knowledge needed to expand or complement those skills through opportunities in higher education, credentialing, and community educational programs. (CK)

ED 398 222 SP 036 873

Engaging Parents. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 95
NOTE- 93p.; For other guides in the series, see SP 036 871-872.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Resources; *Family Involvement; *Family Role; Group Activities; Guides; *Interpersonal Competence; Learning Activities; *Parent Participation; *Parent School Relationship; Preschool Children; Preschool Education; Preschool Teachers; *Staff Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This training guide is designed to build the capacity of Head

ED 398 240 TM 024 740

Scriven, Michael
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Condensed from "Using Student Ratings in Teacher Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; *College Students; Data Collection; *Decision Making; Higher Education; *Instructional Improvement; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Validity
IDENTIFIERS- ERIC Digests

Student ratings of instruction are widely used as a basis for personnel decisions and faculty development recommendations. This digest discusses concerns about the validity of student ratings and presents a case for their use in teacher evaluation. There are several strong arguments for using student ratings to evaluate teachers. Students are in a unique position to rate their own increased knowledge and comprehension, and they are able to rate aspects of instructor competence and attitude. Nine possible lines of argument for the validity of student ratings are summarized, but it is noted that student ratings become invalid if the rating form used is not appropriate for the data collection required. Several points in form design are described, and errors to be avoided are noted. Student ratings must be considered carefully in the context in which they are given, and they cannot be the only source for teacher evaluation. (Contains 4 references.) (SLD)

ED 398 241 TM 024 741

Hambleton, Ronald; Rodgers, Jane
Item Bias Review. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Based on "Developing an Item Bias Review Form" by R. K. Hambelton and H. J. Rogers, 1994. Available through the ERIC/AE Clearinghouse.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Differences; *Culture Fair Tests; Ethnicity; *Evaluation Methods; *Item Bias; Religious Cultural Groups; Sex Differences; *Stereotypes; Test Construction; Test Format; *Test Items
IDENTIFIERS- ERIC Digests; Item Bias Detection; *Subgroups

This digest introduces three issues to consider when evaluating test items for bias: fairness, bias, and stereotyping. In any bias investigation, the first step is to identify the subgroups of interest. Bias reviews and studies generally focus on differential performance for sex, ethnic, cultural, and religious groups. In preparing an item bias review form, it is necessary to examine fairness to these groups and statistically determined bias. Sample questions are given for determining the

ED 398 261 TM 025 215

Kitao, S. Kathleen; Kitao, Kenji
Testing Speaking.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); Educational Assessment; Foreign Countries; *Language Fluency; Language Proficiency; Language Tests; Language Usage; *Scoring; *Second Language Learning; *Speech Skills; *Test Construction; Test Items; Test Use

Speaking a second language is probably the most difficult skill to test in that it involves a combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing. In addition, what can be understood is a function of the listener's background and ability as well as those of the speaker. Another difficulty is separating the listening skill from the speaking skill. In spite of the difficulties in testing speaking, it can be very beneficial in that it encourages the teaching of speaking in class. Reading aloud, conversational exchanges, and tests using visual material as stimuli are common test items for testing speaking. Oral interviews, role play tests, and group or pair activities are also useful. One of the great difficulties in testing speaking is the assessment and its scoring. If possible, the speaking tasks should be recorded and the scoring done from the tape. Aspects of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, content, organization, and vocabulary. Even though methods of testing speaking are not perfect, they are worth the effort for their effects on teaching and classroom instruction. (SLD)

ED 398 262 TM 025 216

Cross, Lawrence H.; Frary, Robert B.
Hodgepodge Grading: Endorsed by Students and Teachers Alike.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Grades (Scholastic); *Grading; High Schools; *High School Students; Junior High Schools; *Junior High School Students; *Secondary School Teachers; Student Evaluation; Surveys; *Teacher Attitudes; Teacher Education; Theory Practice Relationship

Previous research clearly documents that teachers often award what S. M. Brookhart (1991) has referred to as a "hodgepodge grade of attitude, effort, and achievement." This paper reports on a survey of grading practices involving 310 middle and high school teachers of academic subjects in a single school system. Also surveyed were 7,367 middle and high school students from

ED 398 281 TM 025 486

Ward, Martha S.
Policies and Standards, Their Role and Revision: The Case of Ethics in Testing in North Carolina.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Codes of Ethics; Educational Policy; Educational Technology; *Educational Testing; *Ethics; Graduation Requirements; Incentives; Minimum Competency Testing; Norm Referenced Tests; *Standards; State Programs; *Testing Programs; Test Use
IDENTIFIERS- *High Stakes Tests; *North Carolina

High stakes testing has been in place in North Carolina since the late 1970s with highly visible, nationally norm-referenced tests administered to all students in several grades, as well as minimum competency testing as part of high school graduation requirements. A current back-to-basics movement has resulted in cuts to the testing program. A new plan for educational improvement will focus on schools rather than school systems, and will designate rewards for schools with solid performance and exemplary growth and interventions for schools that lag. The first code of ethics for North Carolina testing personnel was published in 1988 to help ensure the integrity of test results and a "level playing field" for all schools. In 1995 a committee was convened to begin to revise the "Testing Code of Ethics" to reflect new programs and new technological approaches to testing. Attachments include the current code of ethics, a model local school board policy statement, and a draft of the new code. (Contains five references.) (SLD)

ED 398 282 TM 025 489

Bolton, Cynthia; And Others
The Construct Validity of the Relationship Instrument.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Clinical Diagnosis; Clinical Experience; Communication (Thought Transfer); *Construct Validity; Evaluation Methods; Medical Education; *Medical Students; *Patients; *Performance Based Assessment; *Physician Patient Relationship; Racial Differences; Sex Differences; Test Construction
IDENTIFIERS- Socioeomotional Development; *Standardized Patients

The relationship construct between physicians and patients was explored in the context of medical education and evaluation focusing on the clinical performance of third-year medical students. The Relationship Instrument, a performance-based assessment, was constructed to measure interpersonal and

ED 398 300 UD 031 107

Darling, John; Glendinning, Anthony
Gender Matters in Schools: Pupils and Teachers. Issues in Education Series.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Course Selection (Students); Educational Environment; *Educational History; Elementary Secondary Education; *Equal Education; Foreign Countries; Outcomes of Education; *School Culture; Sex Differences; *Sex Discrimination; Sex Stereotypes; *Teacher Characteristics
IDENTIFIERS- England; Scotland

Gender stereotyping is endemic to British culture, and traditional male and female stereotypes have long been a feature of the reading material used in school classrooms. Although educators and publishers are becoming more sensitive to gender issues, and deliberate differentiation by gender has largely stopped, fundamental inequities may continue in the school culture. This book considers theory, history, and social context in an exploration of the debate about gender issues in the schools. A look at the history of the educational system reveals that women have traditionally occupied a subordinate place in teaching and have occupied relatively few administrative positions. Examination of student outcomes from a local study of seven Scottish secondary schools demonstrates that female students still receive less attention than boys and that gendered patterns of achievement and subject choice continue. In spite of the lip service given to gender equality in the schools, girls often follow one curriculum and boys another. These gendered curriculum tracks are linked to different educational and occupational aspirations for girls and boys. (Contains 27 tables and 87 references.) (SLD)

ED 398 301 UD 031 108

Lee, Yueh-Ting, Ed.; And Others
Stereotype Accuracy: Toward Appreciating Group Differences.
PUB DATE- 95
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Cultural Images; Cultural Pluralism; Elementary Secondary Education; Group Membership; *Labeling (of Persons); Role Perception; *Self Fulfilling Prophecies; *Social Bias; Social Discrimination; *Stereotypes; *Teacher Expectations of Students
IDENTIFIERS- *Accuracy

The preponderance of scholarly theory and research on stereotypes assumes that they are bad and inaccurate, but understanding stereotype accuracy and inaccuracy is more interesting and complicated than simpleminded accusations of racism or sexism would seem to imply. The selections in this collection explore issues of the accuracy of stereotypes and the impact of stereotyping on the judgments of individual members of stereotyped groups in the following chapters: (1) "Why Study Stereotype Accuracy and Inaccuracy?" (Lee. J. Jussim, Clark R. McCauley, and Yueh-Ting Lee); (2) "Accuracy: A Neglected charge of their feelings. Some ways to get anger out are portrayed in cartoon figures acting out acceptable releases of emotion. (SLD)

ED 398 321   UD 031 132

Youth Violence. A Policymaker's Guide.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- Mar 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Government Role; Information Dissemination; *Policy Formation; *Prevention; Public Schools; School Restructuring; *School Safety; Social Services; State Programs; Urban Schools; *Violence

With the support of a grant from the Metropolitan Life Foundation, the Education Commission of the States (ECS) sought to broaden discussion of violence in schools and link it to efforts to restructure schools and coordinate social services. The grant enabled ECS to use the Metropolitan Life Foundation's 1993 survey of violence in the public schools as a centerpiece as it convened a panel of specialists and practitioners in 1994 to consider the issues involved in youth violence. The ECS also sponsored cross-role group meetings in five states to discuss policy alternatives for dealing with violence. This document brings together recommendations from the policy discussions and information about state activities gathered from the ECS Information Clearinghouse. It reviews what is being done at federal and state levels, and highlights prevention approaches at state and local levels. Policy recommendations center on gathering and sharing information, researching strategy effectiveness, providing services for youth and families, and working in other ways to reduce the stress that results in violence, particularly in urban schools. An appendix lists 19 resources, and another lists 11 selected model programs. (SLD)

ED 398 322   UD 031 133

Robson, Barbara
The Cubans. Their History and Culture. CAL Refugee Fact Sheet Series No. 12.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *Cubans; Cultural Awareness; *Cultural Differences; Economic Factors; *Hispanic Americans; *Immigrants; Limited English Speaking; *Refugees; Relocation; United States History
IDENTIFIERS- *Cuba

This fact sheet is designed to give those working with newly arrived Cubans in the United States a brief refresher on Cuban geography and history, especially the history of Cuba's relations with the United States. It reviews events that have brought Cubans to the United States, and discusses the values newcomers are likely to have brought with them and the repercussions these values might have for resettlement in this

Interdisciplinary Approach; *Matrices; *Prevention; Private Sector; Program Descriptions; State Programs; *Violence

The Matrix of Community-Based Initiatives indicates in graph format the collocations of major public and private comprehensive community-based violence prevention and economic development initiatives that could assist in delinquency prevention efforts across the country. These initiatives, which are guided by varying goals, differ in the scope of the geographic area they target, but have in common the fact that each has an interdisciplinary local planning board focusing on improving the lives of at-risk children and families. The first section of the report provides a brief narrative description of each major federal or private initiative, and includes the name of a contact person. Following the narratives is the Matrix. Along its vertical axis, the states are listed alphabetically, with each followed by the jurisdictions within the state where the initiatives are located. Along the horizontal axis, the initiatives are identified and organized by federal department and foundation. Program descriptions are from the following agencies and sectors: (1) U.S. Department of Housing and Urban Development (7 programs); (2) U.S. Department of Justice (10 programs); (3) U.S. Department of Health and Human Services (9 programs); (4) U.S. Department of Education (1 program); (5) U.S. Department of Labor (5 programs); (6) Corporation for National Service (5 programs); (7) U.S. Department of the Interior (1 program); (8) public and private organizations (12 programs). (SLD)

ED 398 342 UD 031 258

Davis, William E.
The Full-Service Schools Movement: Emerging Opportunities -- Emerging Threats.
PUB DATE- Aug 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Ancillary School Services; At Risk Persons; *Educational Change; Elementary Secondary Education; Holistic Approach; Information Dissemination; *Integrated Services; Prevention; *Program Development; Research Needs; *School Psychologists; Training
IDENTIFIERS- *Full Service School Model

During the early 1990s, the concept of "full-service schools" has gained momentum in educational and social reform movements as an effective vehicle for providing integrated, comprehensive, and intensive services to at-risk children, youth, and families. The essential feature of full-service schools is to provide a system that connects the multiple needs of consumers (students and their families) with appropriate service providers, while emphasizing a holistic, preventive approach. However, the full-service schools movement has become the target of growing criticism from sources that view full-service schools as eroding the primary mission of public education, which is considered to be the teaching of academic skills. Full-service schools have been targeted as dangerous and inappropriate by the "new Christian Right." It is suggested that psychologists can play a valuable role in the full-service schools movement to facilitate the implementation of more comprehensive, efficient, and integrated services through: (1)

questions for understanding of facts and principles, and analysis questions to extend the lesson. The table of contents includes lessons on: (1) "Scarcity"; (2) "Resources of Production"; (3) "Free Enterprise"; (4) "Types of Economic Systems"; (5) "The Basic Economic Questions"; (6) "Demand"; (7) "Supply"; and (8) "The Law of Supply and Demand." (EH)

ED 398 115 SO 026 391

Abramowitz, Jack
From New World to New Nation and Teacher's Guide. Readings in American History (In Their Own Words), Book I.
PUB DATE- 87
NOTE- 93p.; For other documents in this series, see SO 026 392-394.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; *Colonial History (United States); *Cultural Pluralism; Elementary Education; Indigenous Populations; Multicultural Education; Primary Sources; Resource Materials; *Revolutionary War (United States); *Social Studies; *United States History
IDENTIFIERS- Native Americans

This skills-text is the first of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book I covers the time from the European discovery of the Americas in 1492 to the end of the American Revolution. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The text includes: (1) "Europeans Meet 'Indians' in the New World"; (2) "Europeans and Native Americans"; (3) "The Native Americans"; (4) "Native Americans and the White Settlers"; (5) "Slaves from Africa for America"; (6) "The 'Middle Passage'"; (7) "The Puritans Decide to Leave Europe for America"; (8) "The Mayflower Compact"; (9) "The Zengers Defend a Free Press"; (10) "The Stamp Act"; (11) "The Colonists Defeat the Stamp Act"; (12) "Tories and Colonists"; (13) "Liberty or Death"; (14) "The Road to Lexington and Concord"; (15) "The Shot Heard 'Round the World"; (16) "The Declaration of Independence"; (17) "Americans at Valley Forge"; and (18) "The World Turned Upside Down." A review section, glossary, and teacher's guide are included. (EH)

ED 398 116 SO 026 392

Abramowitz, Jack
Readings in American History (In Their Own Words), Book II: Growth of the New Nation and Teacher's Guide.
PUB DATE- 87
NOTE- 101p.; For other documents in this series, see SO 026 391-394.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indians; *Constitutional History; Cultural Pluralism; Elementary Education; Federalism; Governmental

Gilman, Rhoda R.; Sandell, Stephen
Northern Lights: A Curriculum of Minnesota History. Teacher's Edition and Supplementary Materials.
PUB DATE- 89
NOTE- 1,043p.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Geography; Grade 6; Grade 7; *Local History; Middle Schools; Primary Sources; Research Tools; Resource Materials; *Social Studies; *State Government; *State History; United States History
IDENTIFIERS- *Minnesota

This curriculum and supplementary materials give students an overview of life, past and present, in the geographic area known as Minnesota. Since the time and grade level assigned to state studies vary widely among school districts, the volume makes the materials flexible so they can be combined in a variety of ways. The work is directed toward students in grades 6 and 7, and is divided into three sections. Part 1, "The Story of Minnesota's Past," is a description of the state and a narrative of its history. Part 2, "Going to the Sources," provides case studies based upon original source materials and focuses on developing the skills needed for a sense of history. Part 3 offers a teacher edition including text pages from the other two books, plus a plan of instruction and additional information for teachers. There are 21 chapters and 20 activities with the suggested time for covering them at 32 weeks. The supplementary materials contain 21 worksheets with keys, 20 quizzes with keys and 4 outline maps. One outline map accompanies worksheet 8; another is designed for use with activity 8. The others may be used in a variety of ways. All of the supplementary materials may be reproduced. (EH)

ED 398 141 SO 026 723

Carole, Peter J.
Alternative Assessment in Music Education.
PUB DATE- 95
NOTE- 60p.; Final Report for M.S. in Education, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation; Grade 4; Intermediate Grades; *Music; *Self Evaluation (Individuals); *Singing; *Skills

This project was developed and implemented to help increase knowledge of singing performance by targeted fourth grade students as well as to increase their self assessment abilities. The project also was designed to improve parent/guardian understanding of singing performance. The study was conducted in a southwestern classroom of 26 students. The objectives were for targeted fourth grade students to demonstrate a 20% gain in their knowledge of singing performance as well as 20% gain in their self assessment abilities. The objectives were met by measuring the increase in knowledge gained on pre- and post- assessment surveys of the targeted fourth grade students as well as the parents/guardians of the students. Contains 14 appendixes, which include the surveys, and 23 references. (EH)

ED 398 142 SO 026 726

PUB DATE- 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Appreciation; *Audience Analysis; *Audience Participation; Audience Response; Audiences; Community Education; Cultural Activities; Dance; *Fine Arts; Group Behavior; Music; Music Appreciation; Popular Culture; *Racial Differences; Racial Factors; Social Science Research; Theater Arts; Visual Arts
IDENTIFIERS- Surveys of Public Participation in the Arts

This report analyzes data from the 1982, 1985, and 1992 Surveys of Public Participation in the Arts (SPPA). Analysis focuses on the role of race/ethnicity in arts participation. Arts participation is defined as involvement in a listed activity at least once in the past 12 months. Race is defined along categories used by the U.S. Bureau of Census. Selected findings indicate: (1) Attendance rates at live performing and visual arts activities are low for members of all races. In some cases, minority group attendance is increasing at rates faster than white attendance. (2) Differences between white and minority participation are smaller for arts participation through media. (3) Frequency-of-Participation analysis indicates that although whites are more likely to attend or watch than members of other races, the percentage of one-time attenders is much higher than for those of other groups. Minority individuals are more likely than whites to participate frequently. (4) The majority of SPPA respondents do not participate personally in the creation of visual, performing, or literary art. In general, respondents display highest personal participation rates for weaving, quilting, needlepoint, and sewing. (5) All races and ethnicities are more likely to have taken music lessons and classes in art appreciation/history than in and other artistic discipline. (6) Members of each racial group express interest in many types of music. However, certain types of music are preferred by members of one group more than by members of other groups. (7) There is a general similarity among members of each race in terms of their desire for more arts activities. (8) The effect of sociodemographics is variable and related to such things as content of the art form and venue in which the art form is presented. (9) Aside from race, educational attainment and income are key predictors of participation for all races. (MM)

ED 398 165 SO 026 875

Lemmon, Jack R.
American Dance 1992: Who's Watching? Who's Dancing?
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Audience Participation; Audience Response; Audiences; Cultural Activities; *Dance; *Dance Education; Fine Arts; Group Behavior
IDENTIFIERS- Surveys of Public Participation in the Arts

The Surveys of Public Participation in the Arts (SPPAs), funded by the National Endowment for the Arts and conducted by the U.S. Bureau of the Census, were undertaken in 1982, 1985, and 1992. This report is based on the data collected by the SPPA surveys. Although data on dance genres other than ballet were

PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; Models; *Paraprofessional School Personnel; Partnerships in Education; *Teacher Aides; *Teacher Education Programs; Teacher Qualifications; *Teacher Recruitment
IDENTIFIERS- *Career Paths; *Diversity (Faculty)

This report examines a grass-roots movement for teacher diversity and development: paraeducator pathways into teaching. The desire to recruit a more diverse pool of teachers for urban schools and critical shortage areas has spurned a renewed interest in paraprofessional career opportunity programs. The 149 paraeducator-to-teacher programs identified in a survey by Recruiting New Teachers are described in terms of program scope and purpose; a profile of participants; overcoming barriers to participation; program models; recruiting, evaluating, and tracing participants; program budget and administration; and outlook. Sources of support for paraeducator-to-teacher programs include foundations, federal and state sponsorship, and teacher unions and paraprofessional associations. The study suggests that the paraeducator-to-teacher programs are an important influence in diversifying the teacher workforce, can be an important link between schools and communities, and can raise skill levels and earning power of their participants. A substantial bibliography is included. The appendices include profiles of nine programs; study methodology; presentation of data from the program survey; strategies to help paraeducators surmount barriers to career advancement; and workshop topics for staff. (ND)

ED 398 185 SP 036 794

Report of the Task Force on Professional Education about Violence and Abuse.
PUB DATE- Feb 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Environment; Graduate Surveys; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; *Professional Education; State Legislation; State Surveys; *Statewide Planning; Teaching Experience; *Violence
IDENTIFIERS- *Minnesota; *Physical Abuse

A course inventory and a graduate student survey showed that while higher education has addressed violence and abuse issues in professional programs, efforts have not always kept up with changes in society. The inventory of postsecondary courses reported 925 courses dealing with issues of violence and abuse along with other aspects of professional education. In the survey of 1,168 recent graduates of professional programs, over 90 percent of respondents reported having direct need for understanding about violence and abuse. For all professional fields, required courses were less likely to have contributed to graduates' understanding than their own reading, research, workshops, experience, and on-the-job training. Specific areas of violence studied in professional education programs varied considerably by field. A section of the report presents data on

This paper reports on a study of the frequency and level(s) of teachers' reflection and the thoroughness of their recall of their own and their students' specific classroom behaviors. The sample consisted of 3 groups of elementary school teachers: 4 novice student teachers, 5 teachers with 1 to 6.5 years experience, and 3 teachers with from 10 to 30 years of experience. Qualitative methods were utilized in the research. The data revealed that participants placed emphasis on different levels of and exhibited different consistencies of reflection. All teachers reflected about equally at level 1, application of pedagogical knowledge. With increasing experience, the teachers placed more emphasis on level 2, assessment of educational consequences of teaching actions and/or clarifying assumptions underlying competing educational goals, and on level 3, meeting human needs and purposes. The findings also indicated that when years of experience were equal, the more reflective teachers exhibited more thorough recall; when consistency and frequency of reflection were relatively equal, the more experienced teacher(s) demonstrated the more thorough recall. The findings suggest that teacher education programs should include curriculum and instruction to enhance novices' recall ability and encourage teacher educators to reconsider their goals so as not to expect too much from novices too soon. Also, teachers vary in their ability to reflect, regardless of their experience. (Contains 30 references.) (ND)

ED 398 204 SP 036 816

Wheeler, Edyth J.; Mallory, Walter D.
Team Teaching in Educational Research: One Solution to the Problem of Teaching Qualitative Research.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Higher Education; Methods Courses; *Qualitative Research; Required Courses; *Research Methodology; *Teaching Models; *Team Teaching; *Teamwork
IDENTIFIERS- *Research Teaching Relationship

Team teaching provided a model for real-world collaborative research efforts in a doctoral level course in research methodology. The instructors--one bringing extensive experience in teaching statistical methods and program evaluation; the other specializing in conducting qualitative research--used a constructivist framework for the course, building on the experiences that students brought from their own backgrounds. Problems encountered included bias toward a specific methodology and difficulties in switching from qualitative to quantitative or the reverse. Team teaching led to strategies to help students understand and value both kinds of research and provided a meaningful context and active hands-on learning. Students indicated that they felt most solid using the approach of their first course, and all insisted that qualitative research should be their first course, suggesting the importance of understanding studies encountered in background reading. Anecdotal data from students revealed that attempts to integrate qualitative methods had been less than successful in practice. Team teaching offered two ways to explain things, Start staff to make the program's renewed vision for parent involvement a reality for every parent and program. The guide contains three modules, each with two activities designed for workshop presentation, followed by two or more coaching activities. Module 1 defines parent involvement and contains activities to promote greater daily interaction between parents and staff. Module 2 focuses on individualizing parent involvement, using activities to promote staff interaction with children and families and a sense of belonging among these individuals. Module 3 presents parent involvement as a shared responsibility, using activities that increase effective listening skills to support parent involvement and to form collaborative staff relationships, and that use consensus building to create common understanding of the program's strengths in parent involvement. Following each set of activities within a module is a section outlining suggested activities designed to provide participants with opportunities to apply the information and skills learned in training situations in their daily lives. The final sections contain activities and sources for supplemental information to assist supervisors in extending learning opportunities. (CK)

ED 398 223   SP 036 874

Osguthorpe, Russell T.
Collaborative Evaluation in School-University Partnerships.
PUB DATE- 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College School Cooperation; Educational Change; Elementary Education; Evaluation Methods; Higher Education; Models; *Partnerships in Education; Preservice Teacher Education; Program Evaluation; Public Schools; *Teacher Collaboration; *Teacher Education Programs
IDENTIFIERS- Brigham Young University UT; *Centers of Pedagogy; Goodlad (John I); *Partner Schools

This paper describes two models, one for developing a partner school and the other for creating a center of pedagogy. Both models are based upon John Goodlad s premises for school-university partnerships and upon current work in the Brigham Young University (BYU)-Public School Partnership. Following description of the models, issues related to the evaluation of school-university partnerships are discussed, and examples are given of evaluation activities recently undertaken within the BYU-Public School Partnership. Discussion centers on: current evaluation attempts in Goodlad s National Network for Educational Renewal (NNER), a consortium of 16 U.S. school-university partnerships; (2) results of evaluative studies at the BYU-Public School Partnership; and (3) a definition of collaborative evaluation and suggestions for its use in evaluating school-university partnerships. Five characteristics are suggested for developing effective collaborative approaches to evaluation in school-university partnerships: the evaluation would be interactive, internally initiated, integrated, inexpensive, and informative. Results from case studies conducted in the BYU-Public School Partnership have shown that evaluations designed and conducted collaboratively offer educators effective alternatives to traditional positivist models. (Contains 18 references.) (MAH) fairness if an item. There are different types of bias, and these should be considered in preparing a review form. Sample questions for examining bias include questions of content bias, language bias, and item structure and format bias. Stereotyping and inadequate or unfavorable representation of designated subgroups of interest are undesirable properties of tests to which judges must be sensitive. (Contains 10 references.) (SLD)

ED 398 242 TM 025 155

Witta, E. Lea
Results of an Interactive Video Attitude Survey When Using the Total Group with Unequal Group Sizes versus Five Random Samples with Equal Group Sizes.
PUB DATE- 25 Jan 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Students; Distance Education; Higher Education; High Schools; *High School Students; *Interactive Video; Multivariate Analysis; *Sample Size; *Student Attitudes; Surveys
IDENTIFIERS- *Group Size; Random Variables; Type I Errors; *Variance (Statistical)

A previous multivariate analysis of variance (MANOVA) study of attitudes toward interactive video (ITV) of participants in distance education had indicated that generalized variance was not homogeneous across all groups. Since heterogeneity of variance in MANOVA has previously been shown to change Type I error rates in unequal group size, detected differences were suspect. This study investigated whether the detected differences in attitude toward ITV would be identical if the total participant population with unequal group sizes were used or if random sampling of equal size groups was conducted. The analysis was conducted by using all participants (unequal group size) and by randomly selecting 31 subjects from each of 4 groups formed by site (home or remote site) and grade (high school or college). Random selection of 31 subjects per group and analysis was replicated 4 times. Results support the hypothesis that a larger generalized variance associated with a larger sample size does produce a conservative Type I error rate. These results also indicated that if there was no association between sample size and generalized variance, the effects of differences in variance will be canceled. When, however, the difference in generalized variance was less than two times the smaller, the hypothesis that Type I error was liberal did not occur. This suggests that there may be a minimum difference in variance (and possibly in sample size) to be exceeded before Type I error is seriously affected. (Contains three tables and five references.) (Author/SLD)

ED 398 243 TM 025 156

Knezek, Gerald; Christensen, Rhonda
Validating the Computer Attitude Questionnaire (CAQ).
PUB DATE- 26 Jan 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English

the same system. The results largely validate the findings of earlier studies. Substantial majorities of the teachers reported "hodgepodge" grading practices. More important, the students largely confirmed and supported the hodgepodge grading practices reported by their teachers. These results are contrasted with grading practices widely recommended in measurement texts followed by a discussion of how measurement specialists may be missing the mark in their efforts to communicate their views to teachers, school administrators, and the general public. (Contains 4 tables and 11 references.) (Author)

ED 398 263 TM 025 327

Sage, Sara M.
A Qualitative Examination of Problem-Based Learning at the K-8 Level: Preliminary Findings.
PUB DATE- 9 Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Critical Thinking; *Curriculum Development; Elementary Education; *Elementary School Students; Elementary School Teachers; Medical Education; *Problem Solving; Qualitative Research; *Teaching Methods; Test Construction
IDENTIFIERS- *Problem Based Learning

Problem-based learning (PBL), often used in medical education, is an educational approach that organizes curriculum and instruction around carefully crafted "ill-structured" problems, to which students apply knowledge from multiple disciplines and critical thinking. PBL is being investigated as a teaching approach for elementary and middle schools. Its use was evaluated in three classrooms in two schools, at combined first and second grade levels, combined third and fourth grade levels, and eighth grade levels. Preliminary qualitative data have been gathered through classroom observation, semistructured interviews, and review of student-generated and classroom records. Brief case studies from each of the classrooms illustrate PBL in action at the K-8 level. Preliminary ideas for the further study of PBL are emerging, beginning with the question of whether ill-structured problems are appropriate for young students, and if so, how should they be developed? The implementation of PBL in the elementary and middle school classroom is, of necessity, very different from its implementation in medical school, and its success may rest on the careful identification of the outcomes to be desired or expected. Appendix A is an instructional template for a PBL unit, and Appendix B is a list of resource persons and organizations. (Contains 3 unnumbered tables and 23 references.) (SLD)

ED 398 264 TM 025 348

Perrenet, Jacob; Terwel, Jan
Complex Instruction in The Netherlands: A Case Study.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

communication skills of the physician interacting with patients. Data came from 370 third-year students in 4 medical schools. Standardized patients were selected and trained for case summaries, scripts, histories, and instruments used in each case to rate the clinical skills of the student physicians at establishing doctor-patient relationships. Preliminary analyses suggested that the Relationship Instrument was reliable and valid. Results with the instrument support a model of doctor-patient relationship that suggests that physician attributes such as gender, age, and race may have an impact on physician communication task and socio-emotional behaviors. There may also be a small but significant effect on patient task and socio-emotional behaviors due to physician attributes. The study also indicates that effective training of standardized patients is a critical component in performance assessments of this sort. Future research should focus on developing more indicators to assess doctor-patient relationship skills. Appendix A is the Relationship Instrument. (Contains 2 figures, 9 tables, and 22 references.) (SLD)

ED 398 283 TM 025 496

Harris, Ian; And Others
Assessing the Effectiveness of the UWM Summer Institute on Nonviolence.
PUB DATE- Apr 96
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *Conflict Resolution; *Cultural Differences; Feedback; Higher Education; Hispanic Americans; Leadership Training; Peace; Peer Relationship; Peer Teaching; *Prevention; Program Evaluation; Qualitative Research; *Summer Programs; *Violence; White Students; Youth Programs
IDENTIFIERS- *University of Wisconsin Milwaukee

During the summer of 1995 a group of educators in Milwaukee (Wisconsin) created an innovative program, the University of Wisconsin-Milwaukee (UWM) Summer Institute on Nonviolence, to help young people learn alternatives to violent behavior. The program was designed to train peer leaders in nonviolence so they could return to their schools and communities to promote peace and nonviolence. The program's curriculum and pedagogical techniques were based on current research about the best ways to deal with youth violence. Of the 16 student participants, 11 were female and 5 were male. Nine were African American, one was Asian American, one was Hispanic American, and four were Caucasian. A variety of quantitative and qualitative research techniques, including feedback from the participants and their parents, were used to evaluate the effectiveness of the summer program. Student and parent responses indicated that the participants were interested in the program's ideas and learned about ways to prevent violence. In follow up meetings, students indicated that they were functioning as peer leaders in their own environments, working to promote peace and nonviolence. The first year of this program was successful within the context of its stated goals. (Contains 3 tables and 22 references.) (SLD)

ED 398 284 TM 025 628

Component of Stereotype Research" (Victor Ottati and Yueh-Ting Lee); (3) "Accuracy of Stereotypes: What Research on Physical Attractiveness Can Teach Us" (Richard D. Ashmore and Laura C. Long); (4) "The Shifting Standards Model: Implications of Stereotype Accuracy for Social Judgment" (Monica Biernat); (5) "An Ecological View of Stereotype Accuracy" (Reuben M. Baron); (6) "Stereotypes, Base Rates, and the Fundamental Attribution Mistake: A Content-Based Approach to Judgmental Accuracy" (David C. Funder); (7) "Stereotype Accuracy in Multicultural Business" (Yueh-Ting Lee and Guillermo Duenas); (8) "Motivations and the Perceiver's Group Membership: Consequences for Stereotype Accuracy" (Carey S. Ryan); (9) "Are Stereotypes Exaggerated? A Sampling of Racial, Gender, Academic, Occupational, and Political Stereotypes" (Clark R. McCauley); (10) "Are Teacher Expectations Biased by Students' Gender, Social Class, or Ethnicity" (Lee J. Jussim and Jacquelynne Eccles); (11) "Content and Application Inaccuracy in Social Stereotyping" (Charles Stangor); and (12) "Stereotype Accuracy: Toward Appreciating Group Differences" (Clark R. McCauley, Lee J. Jussim, and Yueh-Ting Lee). (Contains 1 exhibit, 5 figures, and 15 tables.) (SLD)

ED 398 302 UD 031 109

Shaping a National Urban Agenda. The Role of the Association of Collegiate Schools of Planning. Subcommittee Report on a National Urban Policy. CAAS Special Publication Volume 9.
PUB DATE- 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agenda Setting; Equal Opportunities (Jobs); Futures (of Society); Higher Education; *Policy Formation; *Public Policy; Racial Differences; *Social Problems; Urban Areas; *Urban Planning; Urban Problems

A subcommittee of the Association of Collegiate Schools of Planning (ACSP) was charged with the task of developing a national agenda for America's cities and regions. This report consists of the working paper developed by the co-chairs of the subcommittee and the position papers committee members produced. It is intended to be a starting point for discussion among the Association's members. The following papers are included: (1) "Reshaping America's Urban Agenda" (J. Eugene Grigsby, III and David R. Godschalk); (2) "Fashioning an ASCP Urban Policy Agenda" (Susan S. Fainstein); (3) "National Urban Policy" (Philip L. Clay); (4) "Changing Places: American Urban Planning Policy for the 1990s" (Edward J. Blakely and David Ames); (5) "Reshaping America's Urban Policy Focus: An Agenda for ACSP" (J. Eugene Grigsby, III); (6) "Urban Policy and Fair Equality of Opportunity" (Timothy Beatley); (7) "Beyond Free Enterprise: Planning for Total Quality Enterprise in a Globalizing Marketplace" (Jesus H. Hinojosa); (8) "Fashioning an ACSP Urban Policy Agenda" (Teresa Cordova); (9) Toward an Urban Agenda" (Catherine Ross); and (10) "Planning and Race: Some Comments for the Task Force on Fashioning an ACSP Urban Policy Agenda" (Robert Mier). References follow the papers. (Contains one figure, one table, and one map.) (SLD)

ED 398 303 UD 031 110

Negero, Arega
Dropout and Migration Statistics. District of Columbia Public

country. In discussions about Cubans coming to the United States, it is important to distinguish between immigrants who have come as a result of normal immigration visas and those who have left their native country without permission of their government. There are well over a million Cubans in the United States, with the majority in Florida. The most recent wave of Cuban arrivals peaked in the summer of 1994 after the dissolution of the Soviet Union and the economic changes it brought to Cuba. There is a perception that this wave of refugees, also termed parolees, is in general well-educated, professional, and highly motivated, and that these most recent arrivals are being absorbed into the community of Miami (Florida) with a minimum of problems. (Contains 39 references.) (SLD)

ED 398 323 UD 031 134

Report to the Congress on the Runaway and Homeless Youth Program of the Family and Youth Services Bureau for Fiscal Years 1993 and 1994.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- Aug 95
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Demonstration Programs; *Disadvantaged Youth; Federal Programs; Financial Support; Government Role; *Homeless People; Program Descriptions; Program Development; *Runaways; *Social Services; Training; Urban Youth; *Youth Programs
IDENTIFIERS- Congress; *Family and Youth Services Bureau

This report to Congress on the Federal Runaway and Homeless Youth Program summarizes the work of the Family and Youth Services Bureau (FSYB) and its grantees during fiscal years (FY) 1993 and 1994. In FY 1994, the FSYB celebrated its twentieth anniversary. During the first 20 years of the Runaway and Homeless Youth Program, the FSYB conducted a number of activities, from funding emergency services for youth to testing a communication system to link runaway youth and their families and financing local efforts and demonstration programs to aid homeless and runaway youth. In FY 1993 and 1994 the FSYB planned to enhance the existing Federal Runaway and Homeless Youth Service System through continued funding and better cooperation with other agencies. The FSYB also planned to advocate for the youth development approach to serving all young people. A range of activities addressed these goals; they are detailed in discussions of: (1) the Basic Center, Transitional Living, and Drug Abuse Prevention Programs; (2) training and technical assistance to those in the runaway and homeless youth field; (3) the research and assessment programs; (4) research and demonstration programs; and (5) collaborative efforts with other agencies. Four appendixes describe requirements for grantees receiving Basic Center, transitional living, and drug abuse prevention program funds and give the overall budgets for FSYB core programs. An attachment lists recipients of FSYB grants in tabular form. (Contains six tables.) (SLD)

ED 398 324 UD 031 136

Maira, Sunaina
Ethnic Identity Development of Second-Generation Indian American

fostering increased awareness; (2) sharing knowledge; (3) conducting research and evaluation; (4) participating in training; and (5) advocating for better policies and programming. (Contains 34 references.) (SLD)

ED 398 343 UD 031 259

Selling Out Our Schools. Vouchers, Markets, and the Future of Public Education.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *Conservatism; Democracy; Educational Change; *Educational Vouchers; Elementary Secondary Education; *Equal Education; *Free Choice Transfer Programs; Free Enterprise System; Ideology; Nontraditional Education; Public Schools; *School Restructuring; Traditionalism
IDENTIFIERS- Market Systems Approach; *Reform Efforts

The central issue in educational reform should be how to confront educational inequalities, but the conservative movement has tried to transform the issue from one of inequality to one of "choice." The choice being promoted by conservative forces comes at the expense of community in that it seeks to set up schools that respond to the purchasing power of individual consumers. A market-based system of schooling would destroy the few democratic grains made in public education in recent decades. Two themes dominate in the articles in this publication; one is concern for equality of educational opportunity, and the other is commitment to public education as an integral part of the democratic vision of this country. Twenty-one articles explore educational vouchers and market ideology, and eight focus on public school choice plans and charter schools. Seven articles explore the conservative agenda with regard to school choice. Lists of major organizations affiliated with the economic and religious/far right wings of the Republican party, conservative publications, and progressive groups monitoring the right wing are included, along with a lists of nine books and six organizations as resources on vouchers. (SLD)

ED 398 344 UD 031 260

Trotter, Jennie C.
Stress. A Stress Control Children's Work Book for Grades 3-5.
SPONS. AGENCY- Georgia Juvenile Justice Coordinating Council.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Children; Conflict Resolution; *Coping; Elementary Education; Elementary School Students; *Life Events; Nutrition; *Problem Solving; *Relaxation Training; Self Management; *Stress Management; Stress Variables; Visualization; Workbooks
IDENTIFIERS- *Goal Setting

This workbook for students in grades 3 through 5 is designed to help them understand how stress affects the body and to show them various positive ways of coping with stress in daily life. Fifteen lessons include definitions of stress, relaxation

Structure; Indigenous Populations; Multicultural Education; Political Science; Primary Sources; Resource Materials; Social Studies; *United States History; *Womens Studies

This skills-text is the second of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book 2 covers the period immediately following the American Revolution to the election of Abraham Lincoln as President in 1860. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The table of contents includes: (1) "After Independence: The 'Critical Period'"; (2) "The Constitution and the Branches of Government"; (3) "The Bill of Rights"; (4) "The Supreme Court Speaks: Marbury vs. Madison"; (5) "Expanding National Power: The Monroe Doctrine"; (6) "Native Americans and 'The Trail of Tears'"; (7) "The National Spirit: The Webster-Hayne Debate"; (8) "Slavery Remembered"; (9) "Abolitionism and 'Freedom's Journal'"; (10) "Dorothea Dix Speaks Out"; (11) "Women Meet at Seneca Falls"; (12) "The United States Moves Ahead: Canals, Steamboats, and Railroads"; (13) "The World of Work: The United States in the Early 1800s"; and (14) "'Abe' Lincoln and the Election of 1860." A review section, glossary, and teacher's guide are included. (EH)

ED 398 117 SO 026 393

Abramowitz, Jack

Readings in American History (In Their Own Words), Book III. New Directions for the United States and Teacher's Guide.

PUB DATE- 89

NOTE- 97p.; For related documents in this series, see SO 026 391-394.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *American Indians; Civil Rights; *Civil War (United States); Cultural Pluralism; Elementary Education; Immigration; Indigenous Populations; Multicultural Education; Primary Sources; *Reconstruction Era; Resource Materials; *Slavery; *Social Studies; *United States History

This skills-text is the third of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book 3 covers the period from the Civil War to 1900. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The volume includes: (1) "Slavery Divides the Nation"; (2) "Letters and Diaries from the Civil War"; (3) "Emancipation"; (4) "Black Soldiers in the Civil War"; (5) "The Effort at Reconstruction"; (6) "Westward Ho"; (7) "The Black Exodus of 1879"; (8) "A Century of Dishonor Toward Native Americans"; (9) "The Farmer's Revolt"; (10) "The Rise of Big Business"; (11) "The Rise of Labor Unionism"; (12) "The New Immigrants"; (13) "The Election of 1896"; and (14) "Imperialism and Racism." A review section, glossary, and teacher's guide are included. (EH)

ED 398 118 SO 026 394

Abramowitz, Jack

Silver, Rosalind, Ed.
Rethinking Democracy: Citizenship in the Media Age.
PUB DATE- 92
NOTE- 29p.; "'Media & Values'...empowers the public by providing resources for critical awareness about media."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship; Content Analysis; Controversial Issues (Course Content); Critical Thinking; Decision Making; *Democracy; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Secondary Education; Social Studies; *Values

This issue of "Media and Values" helps students acquire and evaluate media information in order to be effective citizens. The individual articles include: (1) "In the Light of the Fires" (Elizabeth Thoman); (2) "From Milton to Media" (Clay Jenkinson); (3) "Brave New World" (Paul Du Bois; Frances Moore Lappe); (4) "Making Politics Work" (Jay Rosen); (5) "The Paradox of Political Advertising" (Kathleen Jamieson); (6) "Not a Bang, But a Whimper" (Wally Bowen); (7) "Around the World: TV Campaigning Varies Widely" (Howard Frederick); and (8) "How Talk Radio Can Work For You" (Barbara Osborn). The issue concludes with a list of resources and other viewpoints. (EH)

ED 398 143 SO 026 735

Losito, William F.
The Holy Men and Women Narratives: A Tradition for Examination in Democratic Education.
PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; *Culture; Higher Education; Multicultural Education; Non Western Civilization; *Religion; *Religion Studies; *Religious Cultural Groups; Western Civilization

This paper establishes a rationale and preliminary model for the examination of the "holy men and women" narratives in contemporary democratic education. The overarching assumption is that education is the primary institution for reclaiming historical narratives and creating new ones about individuals whose lives can serve as deeply satisfying examples for postmodern society. The report asserts that within the diverse strands of both Eastern and Western cultures there are rich traditions that exult heroes and heroines for their achievements as spiritual and moral beings, rather than the rich and famous in business, sports, or entertainment fields. The paper focuses on those spiritually extraordinary individuals who are purported to have existed and whose lives are chronicled in narrative accounts. The common bond they share is the exceptional effort exerted in their lives to attain unity with the Deity and for their lives to manifest the consequences of that union. (EH)

ED 398 144 SO 026 762

collected under the rubric "other dance," there was some confusion among respondents as to the definition of "other dance." Selected findings indicate: (1) Attendance at ballet performances, which rose from 4.2% to 4.7% of the adult population, is the second lowest rate of all performing art forms. (2) If corrected for those individuals who yearly attend only one ballet performance, such as the annual production of "The Nutcracker," attendance rates drop to 1.25% of the adult population. Attendance at ballet performances is strongly gender related, with males attending at only two-thirds the rate of females. (3) Aside from gender, education and income are the two strongest indicators of ballet performance attendance. However, there has been a decline in attendance by those at the highest education and income levels. (4) Attendance at genres of dance other than ballet was 7.1% of the adult population. (5) American Indians show a high level of annual attendance and participation in other dance, with 26% attendance and 4.85% performance. (6) Males who attend other dance performances also desire to attend additional performances at a higher rate than females. (7) Performance of other dance genres is highest in those ages when higher leisure activity is highest, from 18-24 and after retirement. (8) Ballet audiences cross over to other dance performances at a higher rate than other dance audiences cross over to ballet attendance. (9) For both ballet and other dance, 84% of those individuals who have taken classes or lessons do not attend any dance performance in a year, raising questions and concerns for consideration by dance educators. (MM)

ED 398 166 SO 026 877

London, Peter
Step Outside: Community-Based Art Education.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Criticism; *Art Education; *Community Resources; *Discovery Learning; Elementary Secondary Education; Environment; *Outdoor Activities; *Outdoor Education
IDENTIFIERS- *Community Based Education

This guide addresses community-based art learning experiences in both theory and practice. After making a convincing case for community-based art curricula, a wide range of instructional strategies are outlined. Suggested lessons represent visual odysseys beyond the classroom. These focus on the school yard, the city block, a five minute walk, a vacant lot, fences, doorways, and other aspects of the child's daily environment. Teachers are encouraged to practice self reflection and consider a natural approach to educational practice. A bibliography concludes the text. (MM)

ED 398 167 SO 026 878

Hassan, Azura, Ed.
Very Special Arts Program Prospectus, 1996.
PUB DATE- 96
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

licensing agencies, Minnesota institutions, curriculum standards, and continuing education for specific professional programs. Another section details the survey findings for each professional field covering course inventory, professional experience with violence, courses taken, adequacy of preparation, and future course development. Three recommendations to the legislature are offered: holding legislative hearings, transmitting the report and its findings to the appropriate programs and agencies, and establishing a multi-disciplinary Higher Education Center. (ND)

ED 398 186 SP 036 795

Ohio's Career Enhancement Pilot Projects.
PUB DATE- Oct 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Educational Change; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Instructional Improvement; Merit Pay; *Peer Evaluation; Pilot Projects; Public School Teachers; State Programs; Statewide Planning; Teacher Improvement; *Teacher Promotion
IDENTIFIERS- *Ohio

This report on an evaluation of Ohio state-funded career enhancement pilot programs cover six school districts. Four kinds of programs are covered: (1) career ladder--teachers are promoted through a series of steps based on different levels of competence and responsibility; (2) career option--teachers take on and are compensated for defined responsibilities related to the classroom, but increases in pay last only as long as participation does; (3) shared governance--school-level decision making is shared by administrators, teachers, parents, and community members; and (4) merit pay--bonuses or pay increases are awarded to teachers who have performed particularly well. In five of the six districts there is a peer review process that uses teachers rather than administrators to evaluate and coach one another. Study findings indicated that classroom changes resulting from career enhancement activities increased students' opportunities to learn, and that the most promising career enhancement strategies programs were peer review and targeted staff development. Recommendations based on the findings include: (1) allow all districts who want career enhancement to compete for grant funds; (2) incorporate peer review and staff development targeting individual districts' needs into statewide professional development initiatives; and (3) address the design and implementation flaws of the merit pay pilot program. Survey questions are appended. (Contains 41 references.) (ND)

ED 398 187 SP 036 796

Educator Professional Development: A Key Element in States' Education Reform Efforts.
PUB DATE- Nov 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Preservice Teacher

strengthened the instructors' teaching through collaboration, and provided students with a thorough introduction to both qualitative and quantitative methods through varied perspective and experiences. (Contains 18 references.) (ND)

ED 398 205 SP 036 827

Bullerdiek, Harry W.; And Others
What Works III. Focus on School Health in Urban Communities. 1995 City MatCH Survey of Urban Maternal and Child Health Programs.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Health; *Community Attitudes; Community Programs; Community Surveys; *Comprehensive School Health Education; Elementary Secondary Education; Financial Support; *Public Health; *School Health Services; *Social Agencies; *Urban Schools

This document provides a topical reference on school health issues in urban areas from the perspective of the local health department, based on the results of the 1995 CityMatCH Survey of Urban Maternal and Child Health (MCH) Programs. The document includes four sections. Section 1 provides an overview of the background, purposes, and methodology used in conducting and analyzing the survey and highlights major findings. "Focus on School Health in Urban Communities" discusses issues found in the literature, the framework, and key definitions. The connection between urban health departments and schools, areas and level of involvement and the legal/formal foundation of these relationships are explored. Section 2 highlights the obstacles health departments encounter as they increasingly become involved in school health. These obstacles are divided into four categories: attitudes, resources, society, and systems. Section 3 provides a profile of current efforts of urban health departments to share data with their colleagues across the United States. The section includes a summary of characteristics and contact information for those interested in follow-up. Funding levels and sources for MACH programs are identified and presented in a summary table. Section 4 contains six appendices which include a survey form, a list of surveyed health departments, a directory of urban MCH programs and leadership, and three lists of urban health departments involved in school health programs. (Contains 25 references.) (CK)

ED 398 206 SP 036 831

Enright, Margaret; Davidson, Tasha
Choosing Wellness: Comprehensive Health Education Planning and Implementation Handbook. A Handbook for Head Start Programs and Resource Guide: A Guide for Head Start Programs.
SPONS. AGENCY- Johnson & Johnson Baby Products Co., Skillman, NJ.
PUB DATE- 94
NOTE- 269p.; Accompanied by a 15-minute video and a poster and clip-art which can be used in health promotion.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 398 224 SP 036 875

Oborn, C. Stephen; Shipley, Gay Lynn
The University and the School: A Leadership Model for Collaborative Inquiry.
PUB DATE- 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Change Strategies; *College School Cooperation; Demonstration Programs; *Educational Change; Elementary Secondary Education; Higher Education; *Inquiry; *Interaction; Organizational Effectiveness; *Partnerships in Education; Preschool Education; Research; School Districts; Teacher Improvement
IDENTIFIERS- *Teacher Researchers; University of Dayton OH

The primary objective of a project undertaken by the University of Dayton (Ohio) and a local school district was to create an environment of academic inquiry built on a strong foundation of collaboration between the school district and the university. Using the Getzel Model of organizational interaction, teachers were paid, encouraged, and instructed in academic inquiry through a collaborative effort between the school district and the university. Twenty projects were written, begun, and partially evaluated during the 1994-95 school year. The 20 projects followed a four-phase model designed to unite university and school district through a collaborative model of inquiry. The four phases involve: instruction-based dialogue; implementation by teachers and funding for their requirements; continuation and replication; and commitment of teachers to leadership. It is concluded that the following are important for the success of a research project such as this one: (1) trust and academic dialogue; (2) commitment to fundamental research, especially at the teacher level; and (3) interrelation among change and practical (action) and theoretical (basic) research. (Contains 13 references and an appendix with 15 University of Dayton Project--Ripley Union Lewis Huntington Schools research abstracts.) (MAH)

ED 398 225 SP 036 876

Martin, David S.
Alternatives to Teacher Testing for Deaf Candidates.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Deafness; Elementary Secondary Education; Evaluation Methods; Hearing Impairments; Higher Education; *Licensing Examinations (Professions); *Portfolio Assessment; Preservice Teacher Education; Standardized Tests; Teacher Certification; *Teacher Competency Testing; *Teacher Evaluation
IDENTIFIERS- *Preservice Teachers

Standardized written tests required for teacher licensure and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Attitudes; Computer Literacy; *Elementary School Students; Factor Analysis; Intermediate Grades; Junior High Schools; *Junior High School Students; *Likert Scales; Middle Schools; *Team Teaching; Test Construction; Test Reliability; Test Use; *Test Validity
IDENTIFIERS- Computer Attitude Questionnaire; Paired Comparisons; *Self Report Measures

The Computer Attitude Questionnaire (CAQ) is a Likert-type self-report instrument with paired-comparison items added to provide supplemental information. The CAQ is intended for use in the middle school environment, grades six to eight. A 1993 preliminary validation study indicated the instrument's stable measurement qualities and probable usefulness. This paper reports the findings of a 1995 validation study of the CAQ. Data from 588 junior high school students in a Texas public school were used to validate the construct and criterion-related validity of the CAQ. A confirmatory factor analysis revalidated the psychological constructs carried over the instrument's predecessor, the Young Children's Computer Inventory Questionnaire, and high internal consistency reliability figures further reconfirmed the stability of the newer subscales that were added for middle school students. Pilot use of the instrument verified that junior high school students receiving computer literacy training through thematic, teacher-teaming activities enjoyed computers more, felt them to be more important, and rated themselves as more creative than counterparts in traditional computer literacy classes. Results were considered sufficient to demonstrate the discriminant validity of the CAQ. Appendixes A and B list some items by construct and as paired, and Appendix C presents the CAQ. (Contains eight tables and eight references.) (SLD)

ED 398 244 TM 025 159

Christensen, Rhonda; Knezek, Gerald
Constructing the Teachers' Attitudes Toward Computers (TAC) Questionnaire.
PUB DATE- 26 Jan 96
NOTE- 39p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cluster Analysis; *Computer Attitudes; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; Likert Scales; *Secondary School Teachers; *Teacher Attitudes; *Test Construction; Test Items; Test Reliability; Thinking Skills
IDENTIFIERS- Teachers Attitudes Toward computer Questionnaire

This paper reports on the first stage of the construction and refinement process underway in pursuit of developing a brief composite instrument to measure teachers' attitudes toward computers. Items (n=284) from 14 questionnaires assessing teacher attitudes toward computers were completed by 118 educators in Texas in 1995. Internal consistency reliabilities for the 32 Likert-type and Semantic Differential subscales included in the battery ranged from 0.41 to 0.96, with 27 of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; *Cooperative Learning; *Cultural Awareness; Cultural Differences; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Interaction; Minority Groups; *Multicultural Education; Program Evaluation; *Teaching Methods
IDENTIFIERS- *Complex Instruction; *Netherlands

"Learning Together in Multicultural Groups" (Dutch acronym, SLIM) is a Dutch version of the Complex Instruction project at Stanford University (California). An evaluation was conducted of the implementation of classroom processes and teacher guidance as specified in the Complex Instruction Method, using a case study approach where processes in the classrooms and interaction processes during teacher guidance were studied through direct observation and audiotaping. The study involved one school, two teachers, and three classes in The Netherlands. Complex instruction is designed to overcome the problems of differential student participation and learning, particularly for students from minority backgrounds. Although SLIM teachers and coaches tried their best to implement the Complex Instruction method and the accompanying teacher guidance (inservice education), their success was limited, especially with regard to student status treatment. This outcome stands more or less in contrast to the experience of Complex Instruction and its evaluation in the United States, and several factors are mentioned as possible causes for this partial success. Although many improvements need to be made, Complex Instruction still appears to be a promising educational model, even in the European context. (Contains 23 references.) (Author/SLD)

ED 398 265 TM 025 350

Belynne-Buvia, Kadira
The Mission to Mars Drawing Lesson: A Schools for Thought Pilot Study.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Educational Change; Educational Environment; *Educational Technology; *Elementary School Students; *Freehand Drawing; Grade 6; Intermediate Grades; Pilot Projects; Public Schools; Technological Advancement
IDENTIFIERS- Experts; Subject Content Knowledge; Telescopes

Community is an essential aspect of the Schools for Thought program, an educational reform project designed to bring educational technology to many public school classrooms. The classroom community is enriched when experts from the surrounding community visit to share knowledge and expertise. Art experiences may help students engage more deeply in content learning. In a pilot study, sixth-grade students learned about the scientific principles behind modern telescopes from a visiting expert in the "Mission to Mars" drawing lesson. The experimental groups (42 students in 2 classes) outscored control groups (35 students in 2 classes) on discrete

O'Neill, Thomas R.; Lunz, Mary E.
Examining the Invariance of Rater and Project Calibrations Using a Multi-facet Rasch Model.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Comparative Analysis; *Difficulty Level; Equated Scores; Estimation (Mathematics); *Interrater Reliability; *Item Response Theory; Judges; Probability; *Scoring; *Test Items; Test Results
IDENTIFIERS- Benchmarking; *Calibration; Invariance; Polytomous Variables; *Rasch Model

To generalize test results beyond the particular test administration, an examinee's ability estimate must be independent of the particular items attempted, and the item difficulty calibrations must be independent of the particular sample of people attempting the items. This stability is a key concept of the Rasch model, a latent trait model of probabilities that permits items and persons to be analyzed independently, yet still be compared using a common frame of reference. An extension of the Rasch model, the multi-facet Rasch model, can estimate examinee ability, item difficulty, and other facets for polytomous data. It was hypothesized that the multi-facet Rasch model would yield invariant, sample-free, slide and judge calibrations for a certification test for histology completed by 364 candidates. Eighteen qualified judges graded the test, which required examinees to prepare laboratory slides. Results of the study confirm that the slide and judge calibrations were essentially stable across diverse samples of examinees. This indicates that slide and judge calibrations can be used to anchor test administrations to a benchmark scale, making the equating of two administrations of the examination possible and supporting the hypothesis. (Contains 2 figures, 2 tables, and 15 references.) (SLD)

ED 398 285 TM 025 631

Crooks, Terry
Validity Issues in State or National Monitoring of Educational Outcomes.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Assessment; Foreign Countries; Models; *National Competency Tests; *Outcomes of Education; Scoring; State Programs; *Testing Programs; Test Use; *Validity
IDENTIFIERS- Large Scale Assessment; *Monitoring; National Assessment of Educational Progress; *New Zealand; United Kingdom

A recently developed model of validation (T. J. Crooks, M. T. Kane, and A. S. Cohen, 1996) is briefly outlined. It conceptualizes assessment as divided into a chain of eight linked stages: (1) administration; (2) scoring; (3) aggregation; (4) generalization; (5) extrapolation; (6)

Schools. School Year 1993-94.
PUB DATE- May 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Dropout Research; *Dropouts; *Enrollment; Migrant Youth; Public Schools; Racial Differences; School Districts; School Statistics; Secondary Education; *Secondary School Students; Sex Differences; *Transfer Students; Urban Schools; *Withdrawal (Education)
IDENTIFIERS- *District of Columbia Public Schools

This report describes a cohort of secondary school students, from grades 7 through 12, who were enrolled in District of Columbia Public Schools in October 1993, but who did not return by the official membership count of the following school year. This group included dropouts, transfers, court-ordered withdrawals, deaths, and serious illnesses. The dropout statistics are presented by racial/ethnic category, gender, age, and grade. Both dropout and migration statistics are presented by school, school level, school cluster, and city ward. Comparison statistics are presented for the present school year, 1993-94, and the 2 preceding years. For the past 3 years, the annual dropout rate has shown a steady trend, reflecting the relative consistency and reliability of the dropout accounting system. The total number of dropouts in the District's public schools for school year 1993-94 was 2,441, which represents 8.23% of the students at the secondary level. The out-migration rate, which reflects out-of-city transfers, was 2.99%. While the overall dropout rate declined somewhat from that of the previous year, the out-migration rate increased slightly. Ten appendixes contain a glossary and list of definitions, information on 2-year trends, recent dropout rates, a projection for the next 4 years, rates for other urban areas, and lists of the city's public schools by students, cluster, and ward. (Contains 23 tables, 8 figures, and 4 references.) (SLD)

ED 398 304 UD 031 111

Taylor, April Z.; And Others
Working Hard or Hardly Working? An Exploration of the Achievement Values of African American Youth.
PUB DATE- Apr 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Need; *Black Students; Grade 6; High Achievement; Intermediate Grades; Low Achievement; Middle Schools; *Peer Acceptance; Popularity; Sex Differences; *Social Desirability; Student Attitudes; Student Motivation; *Values
IDENTIFIERS- African Americans; Los Angeles Unified School District CA; *Middle School Students

This study investigated African American adolescents' achievement values. One hundred and forty-six male and 161 female African American sixth graders at a middle school in the Los Angeles (California) area nominated classmates according to 3 criteria: those whom they most admired, respected, and wanted to be like. These nominations were combined to create a "value" index. In addition, students nominated classmates who worked hard, "goofed off," followed school rules, and did not follow school

Adolescents.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *College Students; *Cultural Differences; Ethnic Groups; *Ethnicity; Higher Education; Immigrants; *Indians; Interviews; *Minority Groups; Parent Child Relationship; *Racial Identification; Religious Cultural Groups
IDENTIFIERS- Identity (Psychological); *Identity Formation

In-depth interviews were conducted with 7 second-generation Indian American students between 17 and 21 years of age to study their ethnic identity formation. Respondents were college students who came from families that represented the earlier waves of post-1965 Indian immigrants, highly educated middle- and upper-class professionals. The interviews were preceded by a survey of 48 Boston (Massachusetts) area college students to develop information about issues related to ethnic identity. As visible minorities, many second-generation Indian Americans find the ascription of ethnic identity by others to be an important factor that constrains options for identification. Others are mistaken for members of other ethnic groups, making the subjectivity of ethnic identification particularly relevant to them. Regional and religious identities may promote or conflict with Indian identity. Family expectations and gender role ideals also may sharpen the experience of being culturally different for second-generation adolescents. This exploratory study suggests that ethnic identity is dynamic and complex for Indian American adolescents. Suppressing or enacting cultural schemas in different contexts is just one strategy that may be used by second-generation adolescents in response to complex sets of pressures. They must negotiate an array of social identities, many of which can be considered ethnic. Appendixes contain the interview guide and two illustrative schema-maps of identity. (Contains 47 references.) (SLD)

ED 398 325 UD 031 137

Greenawalt, Charles E., II
Returning to Education Reform. Issue Brief.
PUB DATE- Feb 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Assessment; *Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; Equal Education; Low Achievement; Power Structure; Professional Development; School Choice; *School Restructuring; School Role; *Standards
IDENTIFIERS- *Pennsylvania; *Reform Efforts

With the failure of the Pennsylvania General Assembly to adopt the governor's education reform package, the time is opportune to review the major problems with education in Pennsylvania and some actions that would relieve these problems. The main symptom of education problems, in Pennsylvania as in the nation as a whole, is weak academic performance. Contributing factors exercises, visualization techniques, problem-solving approaches, dealing with conflicts, the necessity of exercise and good nutrition, and goal setting. A stress control contract for the student to complete is included, and a quiz to evaluate student learning about stress is attached. (SLD)

ED 398 345 UD 031 261

Austin, Bobby William, Ed.
Repairing the Breach. Key Ways To Support Family Life, Reclaim Our Streets, and Rebuild Civil Society in America's Communities. Report of the National Task Force on African-American Men and Boys.
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Community Programs; Crime Prevention; Disadvantaged Youth; Elementary Secondary Education; Family Programs; Leadership; *Males; *Program Development; *Racial Relations; *Social Change; *Urban Areas; Urban Problems; Violence
IDENTIFIERS- African Americans; *Reform Efforts

This report of the National Task Force on African-American Men and Boys is the beginning of an approach to repair society's breaches and restore the streets to safety. The Task Force, headed by Andrew J. Young and established in 1994, conceived its mission as one of reclamation. The Task Force made 61 specific recommendations, and three general recommendations. The first of the general recommendations is that a national work group be established to continue the work of the Task Force. The second is that a philanthropic organization be established that would support all of the major recommendations made by the Task Force, and the third is that a National Conversation on Race Relations be facilitated. The specific recommendations are developed around the following themes: (1) "Polis," a comprehensive idea of the values, manners, morals, and etiquette needed to restructure public life; (2) civic storytelling that honors the ordinary hero who creates public kinship; (3) grassroots civic leadership; (4) creation of the common good; (5) restoring community institutions; and (6) civic dialogue and the exchange of ideas and opinions. Seven appendixes present statements by Task Force leaders, the historical background of the Task Force, references, selected speeches, responses of women to the Task Force, and a discussion of the state of human development. (Contains 12 tables, 6 unnumbered charts, and 18 references.) (SLD)

ED 398 346 UD 031 262

Steinberg, Laurence; And Others
Beyond the Classroom. Why School Reform Has Failed and What Parents Need To Do.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; *Educational Change; High Schools; *High School Students; Minority Groups; *Parent Attitudes; Poverty; *Recreational Activities; Secondary School Teachers; Standardized Tests; Student Attitudes; Surveys; *Teacher Attitudes; Urban Schools

Readings in American History (In Their Own Words), Book IV. The United States in the Twentieth Century and Teacher's Guide.
PUB DATE- 89
NOTE- 106p.; For related documents in this series, see SO 026 391-394.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Civil Rights; Cultural Pluralism; Elementary Education; International Relations; Multicultural Education; Primary Sources; Resource Materials; *Social Studies; *United States History; Womens Studies; World History; World War I; World War II

This skills-text is one of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book 4 covers the period from World War I through the Reagan years. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The volume includes: (1) "The United States and the First World War"; (2) "Votes for Women"; (3) "The Prosperity Decade"; (4) "'Wall St. Lays an Egg' in 1929"; (5) "Depression Times"; (6) "Franklin D. Roosevelt and the New Deal"; (7) "'Infamy' at Pearl Harbor"; (8) "'D-Day' in France"; (9) "Atomic Horror at Hiroshima"; (10) "The Cold War, the Truman Doctrine, and the Marshall Plan"; (11) "John F. Kennedy and a Dream of 'Camelot'"; (12) "The 'Black Revolution'"; (13) "The Vietnam Experience"; (14) "Crisis at Watergate"; (15) "The Women's Revolution"; and (16) "The Reagan Years." A review section, glossary, and teacher's guide are included. (EH)

ED 398 119 SO 026 576

Claire, Hilary
Reclaiming Our Pasts: Equality and Diversity in the Primary History Curriculum.
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Pluralism; Curriculum Development; Foreign Countries; *Global Education; Minority Groups; *Multicultural Education; Preservice Teacher Education; Primary Education; *Social Discrimination; Teacher Education; *World History
IDENTIFIERS- England

This book guides teachers through the British Core Units and each Extension Study category of the National Curriculum Programme of Study. The volume explores possibilities for extending children's perspectives on the past and the present to avoid exclusively Eurocentric or male-centered approaches to history and to consider how to include working class history. The book shows how stories, topics, and the lives of famous people can set pupils on an inclusive and intellectually rigorous study of history. Original research into historical events and figures provides a valuable resource along with the substantial resource section containing accounts of the lives of people relevant to Key Stage (KS) 1 and 2 History, plus annotated

Results from the NAEP 1994 U.S. History Assessment - At a Glance.
PUB DATE- 96
NOTE- 6p.; For related documents, see ED 389 666 and SO 026 695.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Research; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Knowledge Level; Program Evaluation; Student Evaluation; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

This brief paper reports on the results of the 1994 National Assessment of Educational Progress (NAEP) assessment in U.S. history for grades 4, 8, and 12. The themes addressed in the assessment were intended to ensure that all major branches of historical study were covered and that emphasis on various areas was balanced. Themes include: (1) "Changes and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies"; (2) "The Gathering and Interaction of Peoples, Cultures, and Ideas"; (3) "Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment"; and (4) "The Changing Role of America in the World." Student performance is summarized on the NAEP U.S. history scale with ranges from 0 to 500 and achievement levels of Basic, Proficient and Advanced. Major findings include: (1) The average score of students in grade 4 was 205, in grade 8 was 259, and in grade 12 was 286; (2) The Proficient achievement level was reached by only 17 percent of fourth graders, 14 percent of eighth graders, and 11 percent of twelfth graders; (3) Fewer than half the grade 12 students in the assessment were able to reach the Basic level, while grades 4 and 8 had over 60 percent of assessed students performing at this level; and (4) On individual assessment tasks, students demonstrated a range of competencies. Samples of competencies and performance tasks are included. (EH)

ED 398 145 SO 026 763

Persky, Hilary R.; And Others
NAEP 1994 Geography Report Card: Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Geography; Grade 4; Grade 8; Grade 12; Knowledge Level; *National Surveys; Program Evaluation; Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

This book reports on the 1994 National Assessment for Educational Progress (NAEP) assessment in geography for grades 4, 8, and 12. Students performance is summarized on a scale ranging from 0 to 500 with the achievement levels of Basic, Proficient and Advanced for each grade. Major findings for the nation include: (1) The Proficient level was reached by 22 percent of fourth graders, 28 percent of eighth graders, and 27 percent of twelfth graders; (2) At each grade level, roughly 70 percent of students were at or above the Basic level; (3) As students'

(141)
DESCRIPTORS- Adult Education; *Art Activities; *Disabilities; *Dramatics; Elementary Secondary Education; *Music Activities; Special Education; *Special Programs; Theater Arts
IDENTIFIERS- *Very Special Arts

Very Special Arts creates learning opportunities through the arts for people with disabilities, especially children and youth. The organization offers programs in creative writing, dance, drama, music, and the visual arts. These programs are provided in all 50 states, the District of Columbia, New York City, and 85 countries. A descriptive summary of program activities in the United States, planned for the period from October 1995 through September 1996, is presented in this publication. Programs are organized by state. The Index of Frequently Requested Programs is cross-referenced by Programs and Services, Artistic Disciplines, and National Programs. (MM)

ED 398 168 SO 026 880

Perry, Regenia A.; And Others
Free within Ourselves: African American Artists in the Collection of the National Museum of American Art.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.; Martin Marietta Corp., Denver, Colo.
PUB DATE- 94
NOTE- 249p.; Support also received from the Laura Barney Trust, Washington, DC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; *Art Education; *Art History; *Artists; *Black Culture; Black Influences; Blacks; Cultural Background; Cultural Context; *Cultural Images; Cultural Influences; Elementary Secondary Education; Instructional Materials; Interdisciplinary Approach; United States History
IDENTIFIERS- *African Americans; Harlem Renaissance; National Museum of American Art DC

This document consists of the first two (printed) components of an instructional packet that includes: (1) a 206-page book, "Face Within Ourselves"; (2) a 39-page study guide "African American Artists, Affirmation Today"; (3) 28-minute videotape of five contemporary artists; (4) twenty 35-mm color slides. This packet introduces the significant contributions of African-American artists to the history of American art. In the 18th and 19th centuries, African-American artists adapted European styles and subjects, choosing subject matter carefully, to avoid racial content that would have made their work less well received. In the 20th century, African-American artists have continued to participate in mainstream traditions while also proclaiming their own heritage in their art. The study guide presents four teaching units with several lessons in each. Unit I: "My People-Our People," looks at the diverse experiences and cultural connections among African- Americans and explores their contributions to U.S. culture. Unit 2: "Masking Matters," demonstrates the influence of the Harlem Renaissance on visual artists and looks at expressions of ancestral heritage and racial pride in their art. Unit 3: "Education and Equity," looks at the effect of education and the ways artists have responded to cultural and educational opportunities. Unit 4: "Myth and Modern Society," explores the use of classical myth in contemporary art and presents myth as commentary on human

Education; *Principals; State Programs; Statewide Planning; *Teacher Improvement; Teacher Promotion
IDENTIFIERS- Reform Efforts; *Texas

This study examined Texas school district spending on staff development and analyzes characteristics of district staff development programs. The study reviewed two statewide programs that provide extended staff development opportunities to participating schools to see if gains in student learning could be documented. The report also looked at both preservice and inservice development of principals and teachers and assessed higher education's role in the preparation and development of educators. Sections of the report cover: (1) school district spending on staff development; (2) training and development for principals; (3) training and development for teachers; (4) linking staff development to improved student learning; and (5) higher education's role in the preparation and development of educators. Based on the findings, recommendations are made regarding preparation, development, and certification of principals and teachers as well as rewriting promotion, tenure, and rewards policies to recognize university faculty for working with public school educators. A list of the participating school districts and the survey instrument are appended. (Contains 24 references.) (ND)

ED 398 188 SP 036 799

Pickett, Anna Lou
A State of the Art Report on Paraeducators in Education & Related Services. Case #02-96.
PUB DATE- May 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Compensatory Education; Educational Environment; Elementary Secondary Education; Faculty Development; Federal Legislation; Higher Education; *Inservice Teacher Education; *Paraprofessional School Personnel; Professional Education; State Standards; *Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS- *Career Paths

This report provides policymakers and administrators in state departments of education and local education agencies, personnel developers in institutions of higher education, professional organizations representing different disciplines, and unions and other stakeholders with information they can build on to address issues and practices surrounding the deployment, training/education, and supervision of paraeducators. The introduction outlines federal legislation and other factors that have led to a surge in paraeducator employment. The main body of the report provides information on the current state of the art with regard to paraeducators' roles and responsibilities; demographics and deployment; and employment, training and supervision (standards and infrastructures for improving paraeducators' on-the-job performance and career development). The conclusion outlines policy and systemic issues that require the collective attention of state departments of education and local education agencies. Three appendices conclude the report: (1) State Guidelines/Regulatory Procedures for the Employment and Training of Paraeducators; (2) Kansas, Maine, and Georgia Permit Systems and Utah Standards for Paraeducator Roles, Supervision, and Training; and (3) a checklist of paraeducator

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; *Comprehensive School Health Education; *Curriculum Design; Family Role; Health Promotion; Measurement Techniques; Preschool Education; *Program Development; *Program Implementation; Resource Materials; Staff Development; *Teaching Methods; Videotape Recordings
IDENTIFIERS- *Project Head Start

These materials consist of: (1) a planning and implementation handbook designed to help Head Start managers better understand, plan, and implement a more comprehensive aproach to health education and health promotion--one that addresses local needs and tailors programs to the needs of the children, parents, and staff; and (2) a resource guide that suggests programs, tools, and practical strategies for assessing existing health curricula for children, parents, and staff and that provides information on materials and organizations to help Head Start programs design their own health education and further their health promotion efforts. The cases presented throughout the handbook reflect day-to-day issues and health concerns of Head Start staff and families and are based on interviews and discussions with Head Start managers and staff throughout the country. The guide suggests criteria for choosing health curricula; an annotated listing of 250 health-related resources, including print and audiovisual resources for adult personal health and resources for use with children; and subject and title indexes for all resources listed. (The handbook contains 18 references, and the guide contains 10 references.) (CK)

ED 398 207 SP 036 832

Janowiak, John J.
Teaching Methods in Nutrition: Free Radicals, Antioxidants, and Human Disease.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging Education; Audiovisual Aids; Cartoons; *Discovery Learning; Elementary Secondary Education; Food; Higher Education; *Nutrition Instruction; *Physical Health; *Teaching Methods
IDENTIFIERS- *Antioxidants; *Free Radicals

This article presents a teaching methodology for free radical theory and discusses the role of antioxidants in human health. Free radicals are a normal byproduct of respiration, which allows the body to use oxygen, liberate energy, and dispose of harmful substances. The body's antioxidants and nutritional antioxidants quench most of the free radicals produced. Free radicals drain the body's molecular system of energy by stealing energy in the form of electrons, a process which manifests itself in aging. Growing evidence indicates that this process can be prevented or delayed by dietary changes, such as reduction in fat intake and increased consumption of fruits, grains, and vegetables as well as increased intake of dietary antioxidants, such as vitamin E. Teaching about antioxidant nutrients can be enhanced by renting a cartoon video with a scene from the television cartoon "Mighty Mouse" and showing the class a scene where Mighty Mouse transforms into a super-mouse by consuming nutrients/vitamins and asking appropriate certification often prevent or restrict qualified deaf and hard of hearing individuals from entering their chosen profession. These individuals do not have the same access to English as hearing people and the sentence structures, vocabulary, and language style in standardized tests are often unfamiliar and extremely challenging. It is important that an alternative assessment system be developed to test deaf teachers knowledge and skills so that more deaf teachers can begin teaching. The presence of deaf teachers in the classroom with deaf children should be increased because: (1) they have a unique capability to communicate with deaf children; (2) they have a special understanding of the background, community, and culture of deaf persons; (3) they provide a much-needed positive role model for deaf learners; and (4) they provide a special means of continuing education for their hearing counterparts. Portfolio assessment is suggested as a good approach to evaluating deaf teacher candidates qualifications. Some of the portfolio components might be: course grades, constructed responses to a classroom teaching situation, observation and written evaluation by the candidate's student teaching supervisor, written lesson plans, written recommendations from professionals, and results of an interview with the candidate by a small panel of practitioners. Experimental use might be made of a video-taped lesson. (MAH)

ED 398 226 SP 036 877

Lewis, Angela; And Others
Understanding Thematic Teaching/Theory to Practice: Linking University Methods to the Community.
PUB DATE- 95
NOTE- 12p.; Paper presented at the First Combined Conference of the International Reading Association (Great Lakes and Southeastern, November 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Education; Higher Education; *Methods Courses; *Partnerships in Education; Preservice Teacher Education; Student Evaluation; Teacher Collaboration; *Teacher Education Programs; *Teaching Models; *Thematic Approach; *Theory Practice Relationship
IDENTIFIERS- University of Montevallo AL

Collaborative efforts between university methods courses and elementary classroom teachers provide laboratory experiences that facilitate preservice teachers understanding of thematic instructional approaches to teaching elementary science and social studies. Preservice teachers in these field-based programs learn to apply the theories to which they were exposed in university courses. The major emphasis of the methods classes in curriculum and instruction at the University of Montevallo (Alabama), specifically the elementary school science and social studies block, is the integration of content and practice. The collaborative nature of the model provides opportunities for preservice teachers, public school teachers, children, and university faculty to develop a better understanding of inquiry-based content integration. This laboratory model provides content enrichment for elementary students, application and implementation for preservice teachers, and updated curriculum modeling for classroom teachers. Three attachments provide elements of the model: (1) Requirements for Individual Show Portfolio; (2) Format of Theme Unit; and (3) Oral History Presentation. (Contains 23 the 32 indices falling in the "respectable" range of 0.70 of higher. Forty-five of the correlation indices computed for the subscales were 0.70 or higher, indicating that many subscale pairs shared half their variance or more in common. A higher-order factor analysis of the 32 subscales indicated that 4 higher-order attributes probably exist among the 32 subscales, and a cluster analysis of the subscales produced 6 major clusters. The next step will be to gather data from a greater number of educators to derive a stable factor structure for the original items and an eventual shorter form. Appendix A lists the TAC subscales, and Appendix B presents the test. (Contains 2 figures, 7 tables, and 23 references.) (SLD)

ED 398 245 TM 025 169

Lazear, David
Multiple Intelligence Approaches to Assessment: Solving the Assessment Conundrum.
PUB DATE- 94
NOTE- 204p.; Foreword by Grant Wiggins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Academic Achievement; *Educational Assessment; Educational Change; Educational Practices; Educational Theories; Elementary Secondary Education; *Intelligence; Intelligence Tests; Models; Report Cards; Student Empowerment; Test Construction; *Test Use
IDENTIFIERS- *Multiple Intelligences; *Reform Efforts

The assessment conundrum results from the fact that students almost always know, understand, and have learned more than they can demonstrate on any tests administered. This book is about confronting current knowledge about assessment and applying it to restructuring the assessment process in schools so that assessment can become a means for enhancing and deepening learning. One aspect of the new knowledge educators have is the theory of multiple intelligences, which presents a new understanding of human intelligence and learning based on premises that intelligence is not fixed at birth, that it can be learned, taught, and enhanced, and that it is a multidimensional phenomenon present at multiple brain-body layers. A new operating vision of assessment is presented that is aligned with the emerging new paradigm. Following an introduction, Chapters 2 through 4 deal with the new approaches to intelligence and ability testing and ways to use student strengths to empower student weaknesses. Chapters 5 through 7 deal with new approaches to assessing and evaluating academic progress and present models that can broaden the scope of current testing practices. An appendix presents some intelligent report card models. (Contains 1 labeled figure, numerous illustrations, 29 assessment forms, and 89 references.) (SLD)

ED 398 246 TM 025 172

Datnow, Amanda; Ray, Karen
Responsibility and Sensitivity in Case Study Research: Exploring Our Role.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

assessments measuring student content learning about telescopes. On an open-ended assessment, students from the experimental groups were able to explain how a telescope works more often than control students could. Students in the experimental groups were more likely to draw an accurate picture of a telescope than were students in the control group. (Author/SLD)

ED 398 266 TM 025 375

Veugelers, Wiel
Teaching Values and Critical Thinking.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; Curriculum; *Ethical Instruction; Foreign Countries; Late Adolescents; Learning Strategies; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; *Values Education; Vocational Education

Curricula are both the arena and the result of the struggle for hegemony in educational discourse and practice, but teachers have some freedom to give their own interpretations to the values they want to develop in their students. This paper gives examples of how teachers combine stimulating the development of specific values with teaching students to think critically. The focus is mainly on students aged 15 to 18 because this is the age in which students' identities begin to manifest themselves more obviously than at younger ages, and this is the last phase in which students can be socialized through education. Values related to labor provide an example of the way teachers can develop values in their students, whether they teach in the regular educational system or in the vocational education sector. Central to the critical thinking approach to education is that students analyze their own points of view and the viewpoints of others for value orientations. Teachers may be expected to adopt a neutral attitude toward the values concerned. However, in the interaction between students and teachers it is not possible for the teacher not to express certain values. Research has suggested that combining critical thinking and values education approaches is possible if teachers teach cognitive strategies, stimulate specific values as part of the pedagogical task, and still show respect for students' own opinions. (Contains 41 references.) (SLD)

ED 398 267 TM 025 393

Ertmer, Peggy A.; Newby, Timothy J.
Students' Approaches to Case-Based Instruction: The Role of Perceived Value, Learning Focus, and Reflective Self-Regulation.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Criteria; Educational Objectives;

evaluation; (7) decision; and (8) impact. The model is then used to examine validity issues related to state or national monitoring of educational outcomes. Current procedures for the National Education Monitoring Project in New Zealand are discussed in some depth, with brief comments on validity issues in two other national assessment systems, the U.S. National Assessment of Educational Progress and the assessment system of England and Wales. The examples illustrate how assessment strategies are shaped to fit particular interpretations and uses, and how the choices made can limit validity for other purposes. (Contains 1 figure and 20 references.) (Author)

ED 398 286 TM 025 956

Education Statistics on Disk. CD-ROM.
PUB DATE- Aug 94
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- etations and uses, and how the
  validity for other purposes. (Contains 1 figure and 20
  refer,Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Software; Educational History;
  *Educational Trends; *Elementary Secondary Education;
  Government Publications; *Higher Education; *National Surveys;
  Online Systems; Optical Data Disks; Private Schools; Public
  Schools; *School Statistics; Tables (Data)
IDENTIFIERS- Educational Indicators; National Center for
  Education Statistics

This CD-ROM disk contains a computer program developed by the Office of Educational Research and Improvement to provide convenient access to the wealth of education statistics published by the National Center for Education Statistics (NCES). The program contains over 1,800 tables, charts, and text files from the following NCES publications, compressed to save space: (1) "1993 Digest of Education Statistics"; (2) "1993 Condition of Education"; (3) "1992 Condition of Education" (20 indicators); (4) "Projections of Education Statistics to 2004"; (5) "1993 Youth Indicators"; (6) "Historical Trends: State Education Facts 1969 to 1989"; (7) "120 Years of American Education: A Statistical Portrait"; and (8) "Education in States and Nations." A thesaurus of over 400 terms and 50 cross-references has been used to index the tables and figures, and a tree display is available to show terms in their full hierarchical context. A variety of search methods is available, and online instructions can be displayed and printed. Retrieved tables can be displayed, printed, or stored to disk as ASCII files or Lotus 1-2-3 spreadsheets. This edition differs from earlier versions in its expanded contents, better graphics resolution, search strings, ways to save graphic figures, and a new install program. TYPE OF SURVEY: Population Survey; Sample Survey. FREQUENCY: Periodic. YEAR OF FIRST DATA: 1969. YEAR OF LATEST DATA: 1993. (SLD)

ED 398 287 TM 026 032

Phelps, Richard P.; And Others
Education in States and Nations: Indicators Comparing U.S. States
  with Other Industrialized Countries in 1991. Second Edition.
SPONS. AGENCY- National Center for Education Statistics (ED),
  Washington, DC.
PUB DATE- Jul 96
NOTE- 372p.; For the first edition (1988 Indicators), see ED 366
  615.
LANGUAGE- English

rules. Teachers rated each participating student's academic achievement on a nine-point scale. There were gender differences. Girls "valued" high-achieving girls more than medium and low-achieving girls. Boys, on the other hand, valued low and medium achieving boys more than high-achieving boys. This study begins to address the lack of research on achievement values, particularly among African American adolescents. (Contains one table, three figures, and six references.) (Author/SLD)

ED 398 305 UD 031 112

Hampton, Robert L., Ed.; And Others
Preventing Violence in America. Issues in Children's and Families' Lives, Volume 4.
PUB DATE- 96
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Children; Context Effect; Elementary Secondary Education; *Equal Education; Ethnic Groups; Family Characteristics; Mass Media Effects; *Prevention; Racial Differences; Training; Urban Areas; *Urban Problems; *Violence; *Youth Problems

This volume represents an effort to address the problem of violence in the United States. It is hoped that this collection will provide a starting point for others who are interested in reducing the nation's violent behavior. The papers include: (1) "Of Dickens, Twain, and Violence" (Thomas P. Gullotta and others); (2) "Understanding the Social Context of Violent Behavior in Families: Selected Perspectives" (Pamela Jenkins and others); (3) "Threads that Link Community and Family Violence: Issues for Preventions" (Pamela Jenkins); (4) "Violence in Communities of Color: Where We Were, Where We Are, and Where We Need To Be" (Robert L. Hampton and Betty R. Yung); (5) "Primary Prevention and Resilience: Changing Paradigms and Changing Lives" (Martin Bloom); (6) "The Value of Including a 'Higher Power' in Efforts To Prevent Violence and Promote Optimal Outcomes During Adolescence" (Aleta L. Meyer and Linda Lausell); (7) "Understanding the Media's Influence on the Development of Antisocial and Prosocial Behavior" (Steven J. Danish and Thomas R. Donohue); (8) "Violence among Youth: Origins and a Framework for Prevention" (Stephen E. Gardner and Hank Resnik); (9) "Education and Training in Violence Prevention: A Public Health Model" (Garry Lapidus and Mary Braddock); (10) "A Public Health Approach to Violence Prevention: The Los Angeles Coalition" (Billie P. Weiss); (11) "A Schoolwide Approach to Violence Prevention" (Kathleen R. Beland); (12) "An Ecological Model for Early Childhood Violence Prevention" (Lynn Andrews and Jeffrey Trawick-Smith); and (13) "Transforming the Culture: Creating Safety, Equality, and Justice for Women and Girls" (Donna Garske). References follow the chapters. (Contains one table.) (SLD)

ED 398 306 UD 031 113

Roberts, Gail C.; Guttormson, Lorraine
You and School. A Survival Guide for Adolescence.
PUB DATE- 90
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

include: (1) the equity issue in educational finance; (2) the limited leverage schools possess in children's lives; (3) the lack of clear, unambiguous academic standards and expectations; (4) the lack of reliable data about educational results for parents and the public; (5) the limited consequences of poor academic performance; (6) the lack of systemic accountability for educational results; (7) the fact that power in education rests with the producers and not the consumers; (8) near-monopoly control of education by the establishment; (9) gridlocked educational decision making; (10) the complacency of average Americans about their own schools; (11) antiquated educational designs; and (12) the persistence of old-fashioned and incorrect educational policies and practices. Fundamental reforms are needed with regard to power and authority, standards, assessment, response to diversity, school choice, and professional development. Vision, courage, and persistence will be necessary to bring such reforms to pass. (SLD)

ED 398 326   UD 031 138

Harley, Kevin
How "Schools of Choice" Can Improve the Public School System.
PUB DATE- Jan 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Policy; Elementary Secondary Education; *Free Choice Transfer Programs; *Magnet Schools; Parent Participation; Public Schools; Racial Composition; *School Choice; School Desegregation; School Restructuring; *State Programs; Urban Schools
IDENTIFIERS- Massachusetts; Minnesota; *Pennsylvania

Public "schools of choice" refers to a new trend in educational policy that involves various forms of competition and choice. The initiatives of individual states range from authorizing magnet schools to allowing parents to send children to neighboring school districts. What these programs have in common is that parents, as consumers of education, are given a choice in where to send their children. The state that has had the most success with public schools of choice is Minnesota, but Massachusetts has also experimented successfully with choice programs for about 20 years. In Pennsylvania, the school of choice option that has been used most often is that of magnet schools. Positive results have been achieved in some Pennsylvania cities, but should not be seen as the only answer to public school problems. Other states have implemented a variety of approaches, and their programs illustrate that the cost of funding public schools of choice depends on the size and scope of the program. Negative aspects of schools of choice that critics have examined are impacts on racial integration, the difficulty of administering programs and districts, and the impact on teachers. However, these issues can be addressed. Control of education should be given back to those who are closest to the schools, students, parents, and local school boards. (SLD)

ED 398 327   UD 031 139

Greenawalt, Charles E., II
Character Education in America.
PUB DATE- Mar 96
NOTE- 14p.

IDENTIFIERS- Reform Efforts; *Student Engagement

It would be foolish to succumb to the view that the educational problems of America are limited to schools in poor neighborhoods or to students from disadvantaged families. Across the country, whether in suburban affluence or urban poverty, students' commitment to school is at an all-time low. This low level of student commitment is matched by poor performance on standardized tests. This analysis of student engagement in school is based on an extensive program of research conducted over 10 years. During that time, more than 20,000 teenagers from 9 high schools that reflect the diversity of American education were surveyed, and hundreds of their parents and dozens of their teachers were interviewed. Nearly 40% of the students came from ethnic minority families. The study finds that an extremely high proportion of American high school students do not take school, or their studies, seriously. Their time out of school is seldom spent in activities that reinforce what they learn in class. The adolescent peer culture of America demeans academic success and scorns students who try to do well in school. Perhaps the most serious finding is that American parents are just as disengaged in schooling as their children are. Finding the remedy involves looking at students' lives outside of school. An appendix gives an overview of the research design. (Contains 59 references.) (SLD)

ED 398 347 UD 031 263

Fader, Daniel
The Naked Children. Innovators in Education Series.
PUB DATE- 96
NOTE- 235p.; Series Editor: Susannah Sheffer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Adolescents; Black Students; Disadvantaged Youth; High Schools; High School Students; Inner City; *Self Concept; *Student Attitudes; Student Motivation; Teacher Expectations of Students; *Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *District of Columbia Public Schools

This book is reissued as part of the Innovators in Education Series, which brings back into print books that are both historically significant and that speak to today's educational concerns. Originally released in 1971, the book presents lessons that still apply to what doesn't work and what could work in the schools. The study of five inner-city adolescents in Washington, D.C. was conducted in 1965, as part o the study of an experimental program for teaching English in junior high school. The experiences of these students illustrate what it was, and is, to be poor, black, and trapped in a school system in which no one seems to believe in the student's potential. These adolescents hid their abilities as well as their needs from a school system that made little effort to know about either. Through their interaction with the researcher, these students became a force for educational change, but they remained aware of the realities of change. Their chief support came from each other in the face of a school that humiliated, bored, and often ignored them. (SLD)

ED 398 348 UD 031 264

Mitchell, Bruce M.; Salsbury, Robert E.
Multicultural Education: An International Guide to Research,

booklists of relevant historical fiction and non-fiction for juniors. Chapters include: (1) "An Introduction to the Issues"; (2) "Themes and Topics in Key Stage 1"; (3) "Using Stories to Support Key Stage 1 History"; (4) "A Place in the Hall of Fame"; (5) "The Key Stage 2 Curriculum"; (6) "Study Unit 1: Romans, Anglo-Saxons, and Vikings in Britain"; (7) "Study Unit 2: Life in Tudor Times"; (8) "Study Unit 3a: Victorian Britain"; (9) "Study Unit 3b: Britain Since 1930"; (10) "Study Unit 5: Local History"; (11) "Study Unit 6: A Past Non-European Society, General Issues, and an Examplar: Benin"; (12) "Lives of Distinction Connected with Britain, Resources for KS 1 'Famous People' and KS 2--Study Units 3a and 3b"; (13) "Annotated Resources"; and (14) "Organisations and Bookshops." Two appendices and an index conclude the volume. (EH)

ED 398 120 SO 026 577

Butler, Judy D.
Kids, Divorce, and Teachers.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Custody; Childhood Needs; *Child Psychology; *Children; Child Responsibility; *Divorce; Elementary Education; *Family (Sociological Unit); *Family Life; *Family Problems; Intermediate Grades; Junior High Schools; Middle Schools; One Parent Family; School Community Relationship

This paper investigates the influence of divorce on middle level students (grades 5 through 8) and how it relates to the students' performance (both academically and emotionally) in school. Also important to the discussion is what teachers should know about working with the children of divorce. The paper includes a review of the literature on children of divorce. A final portion of the paper is a personal reaction to these findings. Contain 15 references. (Author)

ED 398 121 SO 026 578

Athey, Lois E., Ed.; And Others
Country of Contrasts: A Study Guide on Panama.
PUB DATE- Apr 92
NOTE- 15p.; Supported by the District of Columbia Community Humanities Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; Area Studies; Colonialism; Elementary Secondary Education; Foreign Countries; Geography; *Latin American Literature; *Latin Americans; Local History; Social Studies; World History
IDENTIFIERS- *Latin American Studies; *Panama

This study guide seeks to provide resources to bring the voices and experiences of Panamanian students into classrooms. This guide includes: (1) "History of a Canal" (in English and Spanish) (Pablo Neruda); (2) "Poems by Cubena"; (3) "Maps of Panama and The Canal Zone"; (4) "Historical Overview: Panama (1501-1992)"; (5) "Molas" (Maria Garza-Lubeck); and (6) a bibliography. Contains 41 references. (EH)

ED 398 122 SO 026 579

geography scores increased, the complexity and sophistication of the geographic knowledge and skills they exhibited increased; and (4) Generally, students across grades in the higher percentiles exhibited greater abilities to work with a range of geographic tools, create maps based on tabular or narrative data, grasp processes and relationships, bring outside knowledge to bear on answering questions and analyze data. The book contains five chapters. Chapter 1, "NAEP 1994 Assessment in Geography," presents the overview of the NAEP 1994 geography assessment, including its content framework, design, and administration, along with sample questions and student responses from the assessment. Chapter 2, "Geography Results For the Nation and Regions," provides overall average scale score results for the nation, regions, and subgroups of students. Chapter 3, "Geography Achievement Levels," describes student performance in terms of achievement levels. Chapter 4, "Contexts in Which Students Learn Geography," describes contextual factors related to students' geography achievement. Chapter 5, "What Students Know and Can Do in Geography," describes the specific abilities that students demonstrated on the NAEP 1994 geography assessment and reports student performance in different content areas of geography. Three appendices and extensive tables and figures accompany the text. (EH)

ED 398 146 SO 026 778

Castle Towns: An Introduction to Tokugawa Japan. Revised.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; Area Studies; *Asian History; *Asian Studies; Culture; Foreign Countries; Geography; *Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; Topography; *World Geography
IDENTIFIERS- Castles; Tokugawa Japan

This unit introduces students to the historical tradition of a non-Western nation seen within the comparative concept of feudalism. This is done partly through a look at Tokugawa Japan and partly through a comparative examination of the concept of feudalism. Although the unit deals mainly with a specific time span in Japanese history, it also prepares students to make broad generalizations regarding the history and development of other world areas. The unit is a slide-based introduction to life in Japan during the late feudal period (1600-1868), known as either the Tokugawa or Edo Period. The slides focus on architecture and defense features of a castle, the rise of castle towns as nascent urban centers, and those individuals who lived in the castle towns. Students interpret the slides in a closed-inquiry fashion to derive some basic features of geography, including the relationship between topography and human activity. Activities are included to provide hands-on experience for students. (EH)

ED 398 147 SO 026 779

The Haiku Moment: Seeing the World in a Grain of Sand. A Curriculum Unit for Secondary Levels. Revised.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English

experience. Background information on the unit and lesson topics, information concerning artists and art exemplified, activities and discussion suggestions are included. A glossary concludes the guide. (MM)

ED 398 169 SO 026 883

Andre, Linda; Casey, Douglas, Ed.
Landscape Painting: Artists Who Love the Land.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Art Activities; *Art Education; *Artists; Elementary Secondary Education; Geography Instruction; Integrated Activities; *Painting (Visual Arts); Social Studies; *United States History; Visual Arts
IDENTIFIERS- Bierstadt (Albert); Catlin (George); Homer (Winslow); *Landscapes; Moran (Thomas); *Westward Movement (United States)

Through the study of several works of art by Albert Bierstadt, George Catlin, Winslow Homer, and Thomas Moran, this resource explores the way that people felt about their growing nation during the period of westward expansion until the end of the 19th century. It introduces students to basic principles of landscape painting and has students practice geography skills to gain appreciation for the physical characteristics of different regions of the United States. Lesson plans and suggestions are provided. Black and white reproductions of work by several artists are provided for use with suggested activities. (MM)

ED 398 170 SO 026 884

Stix, Andi
The Link between Art and Mathematics.
PUB DATE- Jan 95
NOTE- 16p.; Paper presented at the Annual Conference of the National Middle School Association (21st, Cincinnati, OH, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Cognitive Processes; Elementary Secondary Education; Integrated Activities; *Journal Writing; *Learning Strategies; Mathematical Concepts; *Mathematics; Problem Solving; *Visualization; Visual Stimuli

The paper argues that a relationship between visualization and mathematical problem solving ability exists. Research suggests that visual imagery leads to increased understanding of mathematical concepts at both the primary and secondary levels. Mathematical potential is not necessarily "born." Potential can be created in the least likely students if teachers accept that art has its place in the craft of mathematics. A multi-modal approach to instruction is both a logical and viable alternative to the established methods that have limited students and teachers alike. An integrated approach to teaching mathematics that includes pictorial journal writing or note competencies. (Contains 30 references.) (ND)

ED 398 189 SP 036 800

Madland, Janet J.
Licensure Assignment Handbook To Promote Proper Assignments of Licensed Staff in Oregon School Districts.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Elementary School Teachers; Elementary Secondary Education; *Misassignment of Teachers; School Districts; Secondary School Teachers; State School District Relationship; State Standards; *Teacher Certification; *Teacher Competencies; *Teacher Placement
IDENTIFIERS- *Oregon

This handbook is designed to be used by superintendents, school district personnel officers, and building administrators who are responsible for assuring proper licensure and assignment of teachers and other licensed employees to specific positions. The handbook is divided into five sections. Section 1 reviews the background and goals of the handbook. Section 2 presents guidelines for determining proper assignments, covering grade level, state graduation requirements, and reporting the educator's experience for licensure. Section 3 looks at options to misassignments, such as adding endorsements, emergency license, restricted license, interim license, 3-year professional technical teaching license, license of accomplishment, and reciprocal teaching license. Section 4 focuses on reporting and following up misassignments. The fifth section covers assignments by endorsement area. Appendices include: (1) laws and rules on misassignments; (2) computer and authorization codes; and (3) a misassignment report form. (ND)

ED 398 190 SP 036 801

Staudt, Denise; Benson, Carlee
San Antonio Center for Educational Development and Excellence Summer Program Institute.
PUB DATE- Oct 94
NOTE- 9p.; Paper presented at the School University Research Collaborative (College Station, TX, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; College Students; Higher Education; High School Students; Hispanic Americans; *Institutes (Training Programs); *Minority Groups; Models; *Partnerships in Education; Secondary Education; Student Motivation; *Summer Programs; *Teacher Recruitment; Teaching (Occupation)
IDENTIFIERS- Texas (San Antonio)

The San Antonio Center for Educational Development and Excellence (CEDE) is a model of professional school and community partnerships for minority recruitment in teacher education programs. The center involves one public and four private universities and one community college. As part of CEDE's commitment to enlisting new teachers, two 3-week summer questions. Other effective teaching techniques include showing a transparency on the levels of organization in nature or on a simplified model of atomic structure; explaining the dangers of free radicals to students; asking students to list the fruits and vegetables recently consumed and focusing on including more of these in their diet; and explaining the benefits of eating fresh fruits and vegetables to students. (Contains 21 references.) (CK)

ED 398 208 SP 036 833

Tonks, Douglas
Teaching AIDS.
PUB DATE- 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Class Activities; Classroom Techniques; *Curriculum Development; Curriculum Guides; Educational Environment; Elementary Secondary Education; *Health Education; *Student Attitudes; *Student Behavior; *Teacher Influence; Teaching Models
IDENTIFIERS- *Sexually Transmitted Diseases

This book presents a curriculum to educate students about the risk of AIDS and HIV infection. The opening chapters of the book presents a discussion of: how teachers can create an environment of support for an AIDS education program; the political and educational implications of winning principal, district, and parental support for an AIDS curriculum; facts and information about HIV and its transmission; and concrete guidance on such issues as abstinence, condom distribution, prejudice, and personal bias. A detailed AIDS curriculum is outlined, focusing on age-appropriate content for students in grades K-12. Four chapters cover: individual and group activities and exercises; influencing students' attitudes and behaviors by helping them to recognize problem situations in which risks might arise, along with the skills students need to protect themselves in such situations; a series of decision-making skills that students can practice in order to make responsible decisions when faced with the prospect of sexual activity; and modeling and practicing skills in the classroom through activities such as role-playing, peer education, and the use of drama. Contains a bibliography and an index. (ND)

ED 398 209 SP 036 834

Oxendine, Joseph B.
American Indian Sports Heritage.
PUB DATE- 95
NOTE- 334p.; Includes a new afterword by the author. Originally published 1988.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; *American Indians; *Athletes; *Athletics; Childrens Games; Elementary Secondary Education; *Games; Higher Education; Minority Groups

This book chronicles the story of sports among American Indians. Part 1 examines the nature and role of games in traditional Indian life, with five chapters on: Indian concepts of sport; ball games; foot racing; other sports; children's play; and references.) (MAH)

ED 398 227 SP 036 879

Holden, Jean, Ed.
Mentoring Frameworks for Texas Teachers. Revised Edition.
PUB DATE- Jun 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; *Master Teachers; *Mentors; Program Development; *Training Methods
IDENTIFIERS- *Texas

This manual represents the collective philosophy and procedures from Texas educators who are actively involved in the management of successful mentoring and induction programs. It is offered as a guideline for school districts, universities, education service centers, or individuals who are developing or enriching mentoring and induction programs. The document provides a rationale for mentoring programs, including the historical perspective. It provides information on: needs of new teachers; what is working in mentoring programs; evaluation; the various mentoring and induction models; mentor training; working with first-year teachers; journal entries; effective teaching practices; and characteristics and goals of beginning teacher induction programs. The guide includes a glossary and an annotated bibliography that contains sections on mentoring, behavior and discipline management, peer coaching, classroom management; the beginning teacher; and statutory citations from the Texas Education Code. In addition to lists of educators involved with mentoring programs, there are acknowledgements of professional associations and businesses that also provide support. (Contains 13 references, in addition to references included with individual sections of the guide.) (MAH)

ED 398 228 SP 036 880

Tryneski, John, Ed.
Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary Schools. 61st Edition, 1996-97.
PUB DATE- 96
NOTE- 245p.; For 60th edition, see SP 036 640.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Standards; *Administrator Qualifications; *Counselor Certification; Elementary Secondary Education; *Librarians; *Media Specialists; State Departments of Education; *State Standards; *Teacher Certification
IDENTIFIERS- United States

This publication offers an update in concise form of pertinent information for teachers, administrators, librarians, counselors, and other school personnel on certification requirements. Recommendations of regional and national associations regarding school staff responsibilities and school policies are presented, as well as current addresses for

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Decision Making; Educational Change; *Ethics; Intermediate Grades; Intervention; Middle Schools; Political Influences; *Researchers; *Research Methodology; *Responsibility; Secondary Education; *Track System (Education)
IDENTIFIERS- *Reform Efforts

Researchers involved in a case study of 10 racially mixed public high schools and middle schools that have undertaken the challenge of reducing tracking saw themselves as dispassionate observers. In the middle of the study, however, they began to question this view, discovering that their very presence affected the tenor of reform in each school studied. In some, their presence and the research project were used to garner political credit for the reformers, and in other, they were specifically asked to help. This paper explores the ethics needed to guide decisions about intervention. Can and should researchers stand by to observe as reformers plunge into controversial school reform efforts? If they choose to intervene, how should they deal with the responsibility? Their conclusions provide some guidance for qualitative researchers who face the dilemma of being outsiders with inside information. The two ground rules that they developed are: (1) make explicit and describe in detail all personal interventions and the participants' reactions to these interventions; and (2) raise for discussion and constant review among all members of the team all the professional versus personal dilemmas encountered. (Contains 21 references.) (SLD)

ED 398 247 TM 025 187

Chang, Lei
A Comparison between the Nedelsky and Angoff Standard-Setting Methods.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cutting Scores; Difficulty Level; Distractors (Tests); *Graduate Students; Graduate Study; Higher Education; *Interrater Reliability; Knowledge Level; *Research Methodology; *Standards; Test Items
IDENTIFIERS- *Angoff Methods; *Nedelsky Method; Standard Setting

It was hypothesized that, when compared to the Angoff method (W. H. Angoff, 1971), the Nedelsky method (L. Nedelsky, 1954) for standard setting had lower intrajudge inconsistency, lower cutscores, and lower cutscores especially for items presenting challenges to the judges. These hypotheses were tested and supported in a sample of 22 graduate students serving as judges to determine average performance level for 9 research methodology items using both methods. The more consistent Nedelsky methods are attributed to judges' focused use of response options as a consistent source of information. A close scrutiny of the plausibility and similarity of test item distractors tests the Nedelsky judges' own item knowledge, which, when challenged, results in a low item difficulty estimate. (Contains 3 tables and 27 references.) (Author/SLD)

ED 398 248 TM 025 188

Thompson, Bruce

Higher Education; *Instructional Effectiveness; Learning; *Student Attitudes; Teaching Methods; Values; *Veterinarians; Veterinary Medical Education

IDENTIFIERS- *Case Method (Teaching Technique); *Self Regulation

This exploratory study examined how students responded to, and approached learning from, case-based instruction. Students' responses were defined in terms of their perceived interest, relevance, and confidence for learning from this method. Students' approaches were defined by goals, self-regulation strategies, and the evaluation criteria they used to focus their learning efforts. Fifty-eight first-year veterinary students in a case-based biochemistry laboratory course were classified according to their precourse performances on two self-regulated learning inventories. Nine students, representing high and low levels of self-regulation, were interviewed three times during the semester to explore initial and changing responses and approaches to case-based instruction. Using a constant comparative analysis method, three general categories were identified that reflected common themes in students' responses and approaches. These themes revolved around: (1) the value that students assigned to the case method of teaching; (2) the types of goals and evaluation criteria they used to focus their learning efforts; and (3) the manner in which they used reflective strategies to approach case-based instruction. (Contains 1 table and 17 references.) (Author)

ED 398 268 TM 025 396

Tien, L. T.; Stacy, A. M.

The Effects of Instruction on Undergraduate Students' Inquiry Skills.

PUB DATE- Apr 96

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chemistry; *Critical Thinking; Educational Environment; Higher Education; *Inquiry; Laboratories; Learning Strategies; Metacognition; *Outcomes of Education; Reliability; Teaching Methods; *Thinking Skills; *Undergraduate Students; Validity

IDENTIFIERS- *Guided Discovery Approach

The varying impacts of three instructional environments for introductory chemistry on the inquiry skills of undergraduate students were studied. The first two environments were traditional (TR) and guided-inquiry (GI) laboratory-based instructional situations, and the third was a separate lecture course for nonscience majors that emphasized critical reasoning (CR) as one of the course goals. GI is an approach that emphasizes support for guided discovery and promotion of metacognition. The study assessed how students in each instructional setting looked at evidence, made conclusions based on the evidence, and evaluated the evidence critically for reliability and validity. Participants in the first-semester study included 50 students in the CR chemistry course, 44 in the GI laboratory class, and 20 in the TR sections. A second study compared seven GI students with seven TR students. Results indicated that both the GI students and the CR students performed significantly better than the TR students. Implications for instruction and future research are discussed.

EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Cross Cultural Studies; Educational Assessment; *Educational Attainment; Educational Finance; Educational Policy; Educational Practices; *Elementary Secondary Education; Enrollment; Foreign Countries; Institutional Characteristics; *International Education; International Studies; Labor Market; *Outcomes of Education
IDENTIFIERS- *Educational Indicators

Indicators in this volume provide international benchmarks for assessing the condition of education in U.S. states and in the United States as a whole by comparison with many other industrialized countries for which data are available. On six sets of indicators (37 indicators in all), country-level and state-level measures are arrayed side-by-side to facilitate comparison. The indicators are grouped into six categories: (1) background; (2) participation; (3) processes and institutions; (4) achievement and attainment; (5) labor market outcomes; and (6) finance. The presentation of each indicator includes an explanation of what it measures, why it is important, and key results from a comparison of countries and states. Throughout the report, comparisons are most often made in the text among like-sized entities. The presentation of each indicator also includes separate tables for states and countries and graphs that display states and countries together. Supplemental notes and a statistical appendix include supplemental and technical information on how measures in the indicators were calculated, and a glossary is included. (Contains 37 two-part tables and 37 figures, some of which have several parts.) (SLD)

ED 398 288 TM 026 033

Rochon, Mary A., Comp.
Directory of State Program Liaisons and Coordinators, Common Core of Data Coordinators, and Chief State School Officers.
PUB DATE- Jul 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrators; *Coordination; *Data Collection; Educational Finance; Elementary Secondary Education; *Information Dissemination; National Surveys; Programs; *School Statistics; *State Programs; User Needs (Information)
IDENTIFIERS- *Common Core of Data Program; Fast Response Survey System; National Center for Education Statistics; National Cooperative Educ Statistics System Forum; National Forum on Education Statistics

This directory provides the title, names, and office telephone numbers of the following individuals involved in the collection and reporting of educational statistics: (1) chief state school officers; (2) state liaisons for the National Cooperative Education Statistics System; (3) Federal and associate members of the National Forum on Education Statistics; (4) Common Core of Data Coordinators; (5) Fiscal Coordinators; (6) Fast Response Survey System Coordinators; and (7) state coordinators for the National Assessment of Educational Progress. The names and telephone numbers are first listed by state or territory, and then by function, with mailing addresses added for Common Core of Data Coordinators and Chief State School Officers. A directory of employees of the National Center for Education Statistics is included. (SLD)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); *Adolescents; *Coping; *Interpersonal Competence; Life Events; Role of Education; Secondary Education; *Self Concept; Study Habits; Teacher Student Relationship; Time Management
IDENTIFIERS- Survival Skills

Activities are presented to help adolescents understand and accept themselves and become more understanding and accepting of others. They are designed to assist the young person in feeling a sense of control over his or her life in the school situation, and to help the adolescent fulfill his or her potential in school. Some of the activities review the purposes and legal requirements for education, and others discuss different types of school structures and systems. Some are designed to make the school day go more smoothly, with discussions of different types of teachers and peer behavior. Others are meant to encourage academic achievement and to help the adolescent maximize his or her own abilities through time management and study techniques. The importance of extracurricular activities and developing a well-rounded lifestyle are highlighted, and a final activity discusses ways to educate oneself beyond the classroom. (SLD)

ED 398 307 UD 031 114

Zavala, Angela E., Ed.
Anuario Hispano 1996 = Hispanic Yearbook 1996. A Unique Resource and Referral Guide for Hispanic Americans. Tenth Edition.
PUB DATE- 96
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Armed Forces; Business; Careers; Elementary Secondary Education; *Employment Opportunities; *Health; Higher Education; *Hispanic Americans; Minority Groups; *Organizations (Groups); Resources; *Student Financial Aid; *Yearbooks

This tenth edition of the "Hispanic Yearbook" serves as an information resource on education, health, and minority business development. It is a clear and practical guide to career opportunities for Hispanic Americans and a valuable tool for reaching the Hispanic market. The following sections present resources and references related to: (1) "Career Opportunities for Hispanics"; (2) "Minority Business Development Opportunities"; (3) "U.S. Department of Defense"; (4) "The Environment and the International Scene"; (5) "Health and Education"; and (6) "Hispanic Organizations and Media." Of particular interest is the chapter on student financial aid in the education section. The yearbook's database has more than 5,000 financial aid listings that could benefit more than 100,000 students. The chapter on the armed forces focuses on recruitment and employment opportunities. The database on Hispanic organizations contains information on more than 7,000 organizations serving the Hispanic community, as well as a listing of Hispanic publications organized by state; basic information drawn from the database is provided in the yearbook. (SLD)

ED 398 308 UD 031 115

Salak, John

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Educational Change; Educational History; Elementary Secondary Education; Financial Support; *Government Role; *Inservice Teacher Education; *State Programs; Teaching Methods; Urban Youth; *Values Education; Youth Problems
IDENTIFIERS- *Character Education; Georgia; New Hampshire

A national consensus has been developing in recent years on the crisis of values faced by the United States. A measure that has recently reemerged and captured a measure of public attention is character education. This paper examines the degree to which state governments and their educational establishments have attempted to use character education in their schools. Character education in American schools dates from the foundations of public education. In 1993, a Gallup Poll found that 79% of Americans favored traditional character education in schools. Some states actually mandate character education. A good example of a statewide character education program is that of Georgia. How to provide value education is a local decision, but the state suggests program formats and values-promoting activities. The state provides no direct funding, but suggests some sources of funds. In New Hampshire, the approach to character education is indirect. The state has established a values education program for use by teachers in the classroom. Character education, as states are coming to recognize, can be part of the solution to the problems facing America's youth. (SLD)

ED 398 328 UD 031 140

Moloney, William J.
A "Nation at Risk" Ten Years Later: School Reform in Pennsylvania from 1983 to the Present--What's Next?
PUB DATE- Jul 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Curriculum Development; *Educational Change; Educational History; Elementary Secondary Education; Needs Assessment; *Outcome Based Education; Outcomes of Education; Parent Empowerment; *School Restructuring; State Programs; Teacher Empowerment
IDENTIFIERS- *Nation at Risk (A); *Pennsylvania; Reform Efforts

Pennsylvania school reform in the decade following the publication of "A Nation at Risk" can be divided into three distinct phases. As these phases parallel those of the nation, Pennsylvania is a representative state in which to explore the nation's efforts to repair its ailing school system. The first phase was that of adding inputs, of assuming that more is better, and changing curricula to provide for more mathematics and science courses. New curricula and new regulations did not actually introduce anything that made students and teachers more accountable or more productive. The second wave was that of restructuring, with teacher empowerment. Restructuring proved to be form without content, a process reform that left the substance of education essentially unchanged. The most recent phase, that of outcomes-based education (OBE), asks for the evaluation of what students can do. While nearly everyone has been willing to agree that concentrating on results makes

Policies, and Programs.
PUB DATE- 96
NOTE- 396p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Cultural Pluralism; Educational Policy; Educational Practices; *Elementary Secondary Education; *Equal Education; Ethnic Groups; *Foreign Countries; *International Education; International Studies; Minority Groups; *Multicultural Education; Racial Differences; Teaching Methods

This book is a reference work that examines a sample of the world's educational systems. The countries included are those that participated in an international study of multicultural education, along with other countries to provide a solid sampling of nations on all continents. Both developing and industrialized nations are included, as well as countries with different political philosophies and various religions. As countries have gradually begun to understand that it is important to educate all of their citizens, the concept of multicultural education arose. Addressing the problems of racial and ethnic minorities has required a new look at the history of these nations and the forces that resulted in the diversity of their populations. The educational systems of 42 countries are described, in alphabetical order, with the following information for each nation: (1) history of the educational system; (2) structure of the system; (3) multicultural education efforts; and (4) summary of educational efforts. References follow each entry, but there is also a 447-item bibliography. An appendix describes the international survey of multicultural education on which the book is based. (SLD)

ED 398 349 UD 031 265

Fordham, Signithia
Blacked Out: Dilemmas of Race, Identity, and Success at Capital High.
SPONS. AGENCY- American Univ., Washington, D.C.; National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.; Princeton Univ., N.J.; Rutgers, The State Univ., New Brunswick, N.J.; Spencer Foundation, Chicago, Ill.
PUB DATE- 96
NOTE- 423p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Black Students; Ethnography; High Schools; *High School Students; Identification (Psychology); Personal Narratives; *Racial Identification; *Self Concept; Writing (Composition)
IDENTIFIERS- *District of Columbia Public Schools; *Imaging; Social Construction

This study of a high school in Washington, D.C. is about representation, or imaging, and its effect on the academic performance of African American adolescents. The school had an enrollment of 1,886 students in October 1982 as the study began. The inquiry explored African American culturally and politically constructed views of blackness and studied how students who do well were able to do so. The self-consciously contrived response of African Americans to school is an example

Jimenez, Emmanuel; Lockheed, Marlaine E.
Public and Private Secondary Education in Developing Countries: A Comparative Study. World Bank Discussion Papers No. 309.
PUB DATE- 95
NOTE- 139p.; Other contributors were Donald Cox, Eduardo Luna, Vicente Paqueo, M. L. de Vera, and Nongnuch Wattanawaha.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Comparative Education; *Cross Cultural Studies; *Developing Nations; Development; Foreign Countries; Global Education; Private Schools; Public Schools; *Secondary Education; Social Science Research
IDENTIFIERS- Colombia; Dominican Republic; Philippines; Tanzania; Thailand

This monograph summarizes the results of a World Bank research project that compared private and public secondary school costs and achievement in five developing countries--Columbia, the Dominican Republic, the Philippines, Tanzania, and Thailand. All the case studies address the question: Would a high school student, selected at random from the general student population, perform better in a public or private school? In the absence of experimental data, the studies compare students' performance on standardized tests in a cross-section of public and private schools. Student background, motivation, innate ability, and prior performance are controlled through the use of various statistical techniques. The report also compares the costs of public and private schools. The principal findings include: (1) although students in private schools come from more privileged families than those in public schools, on average, there is a significant overlap between the two groups; (2) with student background and selection bias held constant, students in private schools out-perform students in public schools on a variety of achievement tests; (3) unit costs of private schools are lower than those of public schools; and (4) private schools are organized for greater school-level decision making and emphasis on enhancing student achievement; this seems to affect the mix of inputs that private versus public schools choose. Implications for policy include: (1) over-restrictive regulations on private schools may be suppressing an efficient way to provide education; (2) in some cases, governments could encourage greater private sector participation in education; and (3) public schools could emulate at least some of the teaching and administrative practices of their private counterparts. Contains numerous tables throughout the document and 66 references. (EH)

ED 398 123 SO 026 580

Johnson, Sonia R.
Education and Training of Accountants in Sub-Saharan Anglophone Africa. World Bank Technical Paper Number 305. Africa Technical Department Series.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountants; *Business Administration Education; *Business Education; Comparative Education; *Developing Nations; Development; Foreign Countries; Higher Education; Professional Education; Professional Training

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Asian Studies; *Creative Writing; Culture; Foreign Countries; Global Education; *Haiku; Interdisciplinary Approach; *Language Arts; Literature; Multicultural Education; *Poetry; Secondary Education; Social Studies
IDENTIFIERS- *Japan

In recent years, haiku has become a widely adopted part of the language arts curriculum, particularly at the elementary level. Educators appreciate the simplicity and brevity of haiku as a poetic form that young students can grasp fairly easily and therefore express themselves readily. However, this focus on form has often been to the exclusion of a deeper understanding of the artistic themes and cultural values found in Japanese literature that are an equally central part of the rich tradition of haiku poetry. This secondary level unit seeks to remedy this disparity. For the Japanese, haiku has been a very personal, meaningful form of self-expression, at the same time one which is molded according to certain conventions inherited from the past. By helping students understand how haiku developed within Japanese culture, students may appreciate more fully this unique poetic form. The specific goal of the unit is to stimulate the creative energies of secondary level students by instilling awareness of natural environment through haiku poetry. Contains six lessons: (1) "Haiku Structure and Themes"; (2) "Japanese Aesthetic Principles"; (3) ""Haiku and Nature"; (4) "Creative Writing"; (5) "Translating Haiku"; and (6) "Optional Activities." Appendices contain additional haiku, background information for teachers, a pronunciation guide, and 19 references. (EH)

ED 398 148 SO 026 780

Jack, Elkin Terry
Transforming "The People" into "The Public": The DNA of Community Collaboration.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; Citizen Role; *Community; *Community Action; *Community Involvement; Community Problems; *Community Responsibility; Social Change; *Social Environment

This paper examines the development of the concept of the "public" and the "people" in U.S. society. Community problem-solving is an art, and like the art of dance or the game of soccer, the dispositions and skills of communal life are learned by doing and reflecting on what has been done. This essay discusses the "arts" of democracy, including: (1) Active Listening; (2) Creative Conflict; (3) Mediation; (4) Negotiation; (5) Imagination; (6) Public Talk; (7) Public Judgement; and (8) Reflection. Practicing these skills contributes positively to one's community. This paper does not set out to be a "how to" recipe of community collaboration but offers research into these "arts" of citizenship and how they develop. (EH)

ED 398 149 SO 026 781

Mische, Patricia, Ed.

taking generates an opening for creative expression. The teaching of mathematics offers many opportunities for imaginative and original style with equally distinct and productive results. (Contains 23 references.) (MM)

ED 398 171 SO 026 885

Greh, Deborah
Computers in the Artroom. A Handbook for Teachers.
PUB DATE- 90
NOTE- 132p.; Includes demonstration disk, Apple format.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; *Computer Graphics; Computer Literacy; Computer Uses in Education; Elementary Secondary Education; Visual Arts

This guide was developed to help art teachers see and teach the computer as an art tool. Organized in two sections, the 12 chapters in part 1 explore computer art as an art form, discuss why and how to use the computer as an art teaching tool, and give strategies and lesson suggestions for student explorations and activities in the artroom. Part 2 contains appendices that serve as an in-depth technical resource about purchasing equipment and software, creating computer slide-shows, and programming. Resources are listed. A demonstration disk presents color examples of student works that also appear in the text in black and white. (MM)

ED 398 172 SP 036 444

Berkeley, Cary
Professional Development Schools: An Annotated Bibliographic Resource.
PUB DATE- Sep 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *College School Cooperation; *Educational Change; Educational Finance; Educational Principles; Elementary Secondary Education; Governance; Higher Education; Information Centers; Inservice Teacher Education; *Preservice Teacher Education; *Professional Development Schools; *Program Development
IDENTIFIERS- Reform Efforts

The 47 references annotated in this bibliography reflect a range of authors, modes of publication, and issues related to professional development schools (PDSs). For the most part, the entries are longer and more detailed than typical annotations. Collectively, the resources that are presented were selected to provide a broad overview of a core of relevant literature. Among the sources covered in the bibliography are case studies, journal articles, project descriptions, bibliographies, newsletters, research reports, critiques, and concept papers. Issues and topics include finance, collaboration, program start-up, governance, accountability, teacher development, and restructuring and school reform. Most of the references described in the bibliography were published between 1986 and 1995 although a few have earlier publication dates. These earlier works generally do not explicitly address PDSs; they are included because they discuss some aspect of the context, institutes were developed. The institutes were first held in 1993; over 75 percent were Hispanic students. These institutes, designed for students who may choose teaching as a career, are held simultaneously for high school students and for college students who have completed their freshman or sophomore year. Educational technology is a primary focus of the institutes; activities include visits to school computer laboratories, field trips to university computer centers, training sessions on TENET, and two-way interactive video debates. The intent of the high school institute is to provide experiences which might ignite an interest in education and encourage participants to consider teaching as a profession. The collegiate institute agenda is primarily the same as the high school institute's, but includes sessions on teacher certification where the high school institute provides college information. While it is too soon to determine whether or not the participants will eventually choose teaching as a career, preliminary follow-up data indicate that the institutes have been successful in promoting an interest in teaching among minority students. (ND)

ED 398 191 SP 036 802

Melenyzer, Beverly J.; Wilkinson, Thomas
Empowering the School Community: Meeting the Challenge through University, School and Community Ventures.
PUB DATE- Feb 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Improvement; Elementary Secondary Education; Higher Education; *Partnerships in Education; *School Community Relationship; School Restructuring; *Teacher Education Programs; *Teacher Empowerment; Teaching Models
IDENTIFIERS- California University of Pennsylvania

Preparing educators for the challenges of an empowered school community demands collaboration among teacher educators, practitioners, and the community. This paper proposes a theoretical model of empowerment which supports university-school-community ventures. The model, which embraces intra-university collaboration and university-school-community initiatives, is designed to build empowering school communities and respond to the challenges of diversity through site-based management. Collaboration among teacher educators, leadership trainers, practitioners, and community agents is emphasized. Building empowerment could begin by finding ways to integrate the principles of empowerment into current programs, such as a principal mentor program, student teaching, cooperating teacher workshops, faculty exchange programs, field service and student teaching centers, and a course on empowerment. The potential benefits of collaboration include: improved teacher morale, staff renewal, an expanded knowledge base, and improved performance for the university and school community. (Contains 35 references.) (ND)

ED 398 192 SP 036 803

Loughran, John; Gunstone, Richard
Self-Study in Teaching and Research.

games of chance. Part 2 looks at the emergence of Indians in modern sport, with five chapters on: pre-20th century sports; the role of early Indian schools; a description of the sports programs at the Carlisle Indian School and Haskell Indian Junior College; the story of Jim Thorpe; and brief biographies of prominent Indian athletes prior to 1930. Part 3 discusses recent developments, with three chapters on: diminished visibility of Indians in sports through the middle of the century and the reasons for this decline; brief biographies of prominent Indian athletes after 1930; and some encouraging signs in contemporary Indian sports. The author's afterword discusses controversies and actions around the use of Indian names and symbols by non-Indians in the public arena. Contains references and subject and author indexes. (ND)

ED 398 210 SP 036 836

Marshall, Patrick W
Whitewater Kayaking. A Bibliography.
PUB DATE- 6 May 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; *Aquatic Sports; *Athletics; Books; Film Libraries; Periodicals; Videotape Recordings
IDENTIFIERS- *Kayaking

This document presents an annotated bibliography listing 34 available sources describing the sport of kayaking, with an emphasis on whitewater. The bibliography is divided into three sections: books, journals, and videos. Older material with useful information is included. Unless otherwise noted, each item is geared towards adults and can be beneficial to both beginners and experts. (CK)

ED 398 211 SP 036 837

Manning, Terri M.
Factors That Predict Negative Versus Positive Addictions in Offspring: Are Dependent Exercisers Different Than Victims of Other Addictions?
PUB DATE- 18 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Athletes; Biographical Inventories; Demography; *Dependency (Personality); *Exercise; *Family Influence; Questionnaires; Self Esteem; *Sport Psychology; Surveys
IDENTIFIERS- *Addictive Behavior; *Dysfunctional Family

The study reported here assessed individuals' selection of excessive exercise dependent behaviors as they relate to self-esteem, family environment, and perceptions of family members exhibiting dysfunctional behaviors or addictions. A survey was taken of exercisers from a stratified random sample of competitive triathletes selected from the national membership of TRI FED USA (N=112), from voluntary participants (N=185) in the 1991 Gatorade Ironman World championship, and from a sources of information regarding teacher applications in the United States and its territories. Certification requirements are listed for each of the 50 states and the District of Columbia. An appendix provides the address of the state department of education of each state. (CK)

ED 398 229 SP 036 881

Marczely, Bernadette
Personalizing Professional Growth. Staff Development That Works.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Administrator Role; *Career Ladders; *Change Strategies; Economic Factors; Elementary Secondary Education; Inservice Teacher Education; Models; Public Schools; School Personnel; *Staff Development

This book presents ways in which a program of individualized professional development can be designed to function within the existing public school administrative and contractual structure. Eight models for professional development are presented, with a ninth option combining approaches: instruction-centered staff development, focused-training staff development, focused-research staff development, merit pay staff development, school improvement staff development, internal career ladder staff development, external career ladder staff development, and self-directed staff development. Profiles of the teacher and administrator most likely to succeed with each model are provided, as well as discussion questions for each approach. The underlying philosophical issues of each model, budget considerations, and accountability are also explored. Planning guides are provided for giving form and substance to the adoption of each model. The book also discusses the roles of the superintendent, the professional staff developer, the principal, and the union in planning and implementing personalized professional growth programs. The traditional obstacles to providing quality staff development, e.g., organizational and fiscal concerns, are confronted. (Contains 119 references.) (CK)

ED 398 230 SP 036 882

Deiro, Judith A.
Teaching with Heart. Making Healthy Connections with Students.
PUB DATE- 96
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Educational Administration; Higher Education; *Interpersonal Relationship; Models; Preservice Teacher Education; Prevention; Resource Materials; Secondary Education; *Student Needs; *Teacher Characteristics; *Teacher Student Relationship

This book provides teachers with a rationale and specific suggestions for building trusting relationships with students.

Problems with Multivariate Normality: Can the Multivariate Bootstrap Help?
PUB DATE- 4 Apr 96
NOTE- 48p.; Paper presented at the Annual Meeting of the Society for Applied Multivariate Research (Houston, TX, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Computer Software; *Correlation; *Statistical Distributions; *Test Use
IDENTIFIERS- *Bootstrap Methods; *Multivariate Normal Distribution

Multivariate normality is required for some statistical tests. This paper explores the implications of violating the assumption of multivariate normality and illustrates a graphical procedure for evaluating multivariate normality. The logic for using the multivariate bootstrap is presented. The multivariate bootstrap can be used when distribution assumptions are not met, or for descriptive purposes in all cases. Multivariate bootstrap logic is illustrated for the canonical correlation case. From a practical point of view, computer automation is required for the bootstrap approach. Various types of software for conducting multivariate bootstrap analyses are described. An appendix presents computer program output for the data. (Contains 1 figure, 4 tables, and 29 references.) (Author/SLD)

ED 398 249 TM 025 193

Strauss, J. P.; And Others
Education and Manpower Development, 1993. No. 14.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Educational Attainment; *Educational Trends; *Elementary Secondary Education; *Enrollment; *Ethnic Groups; Foreign Countries; Minority Groups; *Racial Differences; Sex Differences; Trend Analysis; White Students
IDENTIFIERS- Asians; *South Africa; South Africans

This brochure presents a concise picture, mainly through graphs, of formal schooling in South Africa. As education in South Africa was still based on race in 1993, the statistics reflect divisions into Blacks, Coloreds, Asians, and Whites. The differentiation between races is based on department only; a Black child in a White education department would be counted as a White child. A total of 11,062,659 students were enrolled in South Africa schools in 1993. Of these, about 8% were Colored, 8.6% White, 2.5% Asian, and the balance, Black in three divisions (self-governing regions, four states, and the Department of Education and Training). This represented an increase of 4.37% from the previous year. There were nearly three times as many students in the junior primary phase of education than in the senior secondary phase, reflecting the end to compulsory education at age 16. Comparison of students by gender in the various divisions and information about student transfers are given. A steady increase in the enrollment of Black students is projected, especially in the secondary years. (Contains 29 graphs.) (SLD)

ED 398 250 TM 025 197

(Contains 3 tables and 15 references.) (Author/SLD)

ED 398 269 TM 025 398

Rachor, Robert E.; Cizek, Gregory J.
Reliability of Raw Gain, Residual Gain, and Estimated True Gain Scores: A Simulation Study.
PUB DATE- Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; Correlation; Educational Research; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Measurement Techniques; *Pretests Posttests; *Raw Scores; Reliability; Simulation; Standardized Tests; *True Scores
IDENTIFIERS- *Gain Scores; Residuals (Statistics)

The gain, or difference, score is defined as the difference between the posttest score and the pretest score for an individual. Gain scores appear to be a natural measure of growth for education and the social sciences, but they contain two sources of measurement error, error in either the pretest or posttest scores, and cannot be considered perfectly reliable. This study assessed the effect that different combinations of pretest and posttest reliability coefficients, pretest and posttest standard deviations, and the correlation between the pretest and posttest scores have on: (1) raw gain score reliability coefficients; (2) residual gain score coefficients; (3) estimated true score reliability coefficients; and (4) the correlation between pretest scores and raw gain scores. Simulations indicated that the reliability coefficients of the pretest and posttest scores determined to a large extent whether raw gain score, residual gain score, and estimated true gain scores were reliable. The study demonstrated that, for standardized tests of educational research such as those commonly encountered in elementary and secondary schools, gain scores can be useful indicators of progress if the user is knowledgeable about the proper type of gain score to use and its correct interpretation. (Contains 6 tables and 40 references.) (SLD)

ED 398 270 TM 025 400

Lam, Peter; Foong, Yoke-Yeen
Calibrating Attitude Scale with Negatively Worded Items Using PARELLA and Rating Scale Models.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Foreign Countries; Internship Programs; Item Response Theory; *Likert Scales; *Rating Scales; Scaling; *Student Teachers; Test Construction; *Test Items; Test Theory
IDENTIFIERS- *Calibration; *PARELLA Model

An important principle in constructing rating scales is to

ED 398 289 TM 026 034

Henke, Robin R.; And Others
Schools and Staffing in the United States: A Statistical Profile, 1993-94.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 223p.; For the 1993-94 Schools and Staffing Survey, see ED 387 534.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Elementary Secondary Education; Enrollment; Error of Measurement; Followup Studies; *Institutional Characteristics; *Private Schools; *Profiles; *Public Schools; School Statistics; Teacher Characteristics; Teachers; *Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The National Center for Education Statistics recently released results of the 1993-94 Schools and Staffing Survey (SASS). SASS, an integrated survey of public and private schools, school districts, principals, and teachers, is the most comprehensive survey of the school work force and teacher supply and demand ever conducted in the United States. First administered in 1987-88, SASS was repeated in 1990-91 and in 1993-94. From now on, it will be repeated at 5-year intervals, with the next administration planned for 1998-99. One year after the SASS, the Teacher Followup Survey collects information from SASS teachers, sampling those who have left teaching and those who have continued to teach. This report uses SASS data to develop a comprehensive portrait of public and private schools and staffing in the United States by focusing on school characteristics. Each table provides data separately for public and private schools. Within each sector, data are shown by community type and then by school level, size, and percent minority enrollment. The nation's 107,000 schools enrolled a total of 46.6 million students in 1993-94. About 5 million were enrolled in private schools. Students were served by about 2.9 million teachers in that year. Appendixes present public school, state, and private school tables, standard errors for selected tables, and technical notes. (Contains 41 figures, 64 tables, and 38 appendix tables.) (SLD)

ED 398 290 UD 029 986

Grant, Carl A., Ed.
Toward Education That Is Multicultural. Proceedings of the Annual Meeting of the National Association for Multicultural Education (1st, February 15-17, 1991).
PUB DATE- 92
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Conference Proceedings; Counseling; *Cultural Pluralism; *Curriculum Development; Educational Change; Educational Planning; Elementary Secondary Education; Essays; Ethnic Groups; Higher Education; Inner City; Minority Groups; *Multicultural Education; Public Schools; Social Sciences; *Teacher Education; *Teaching Methods

Violent Crime. Is It Out of Control? Issues of Our Time Series.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; Childrens Literature; *Crime; Disadvantaged Youth; Economic Factors; Etiology; *Social Problems; United States History; *Urban Problems; *Violence; *Youth Problems

Although not every American is touched directly by violence, it is hard for anyone to escape the problems of violent crime completely. This book, designed for the education of young readers, discusses violence and explores reactions to it. It is stressed that violence is not a new problem in the United States or in the world, but rather a long-standing problem with roots in economic and social conditions. It is noted that young people in the United States, and those in cities in particular, are at greater risk of being victims of violence than are most other age groups. Teenagers are also disproportionately likely to be perpetrators of violence. The causes and impacts of violence are discussed, and the ways people are uniting to combat it are described. Two serious developments that have arisen as a result of increased violence are a surge in gun sales and a rise in vigilantism. No matter what the nation does, crime will not go away, but Federal and local efforts to combat it give rise to some hope for the future. The best way to control crime it is to try to prevent children from growing up to become criminals. Three graphs and numerous photographs illustrate the text, which also contains a number of sidebars highlighting the history of crime in the United States. (Contains 29 references.) (SLD)

ED 398 309 UD 031 116

Rozakis, Laurie
Homelessness. Can We Solve the Problem? Issues of Our Time Series.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childrens Literature; Economically Disadvantaged; *Homeless People; Low Income Groups; *Mental Disorders; Policy Formation; *Poverty; *Public Policy; *Social Problems; *Urban Problems

Homelessness affects people of all backgrounds, races, and religions. Whether the number of homeless people is 300,000 or 3 million, as some estimates claim, there are too many people in America who struggle to find shelter daily, making homelessness one of the most serious problems facing the nation today. This discussion, designed for the education of young readers, explores the causes of homelessness, the problems homeless people face, and what can be done about homelessness. The reality is that fewer than 6 percent of the homeless choose that lifestyle; most of the homeless are victims of circumstances beyond their control. The homeless include men, women, and children, but about 25 percent of the homeless are mentally ill. The homeless are among the least threatening people in the country, and are far more likely to be victims of crime than to be criminals. Although President Clinton has called homelessness the nation's most embarrassing social problem, the government has yet to come up with successful ways to help the homeless. Some private efforts are having success sense, there are disagreements about how OBE should look in practice and how to measure the outcomes. These arguments resulted in a lack of support for the outcomes approach. The good news for American education, as the quoted remarks of a retiring Pennsylvania school superintendent, Michael Farrell, indicate, is that the state and the nation are aware of the need for change and are exploring ways to improve education. (SLD)

ED 398 329 UD 031 141

Powell, Gary N.
Gender and Diversity in the Workplace: Learning Activities and Exercises.
PUB DATE- May 94
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administration; Affirmative Action; Civil Rights; Cultural Awareness; *Cultural Differences; *Equal Opportunities (Jobs); Higher Education; Lesson Plans; Personnel Selection; *Racial Discrimination; Reverse Discrimination; *Sex Bias; Sex Discrimination; *Stereotypes; *Training

Many colleges and universities and many work organizations have developed courses and programs on gender and diversity in the workplace. This book provides a complete and comprehensive set of instructional materials on these topics. The exercises have been designed for use with graduate and undergraduate students and members of business and nonprofit organizations. The first several exercises cause the student to examine his or her attitudes and qualities, and they explore stereotyping in general and for particular groups. The effects of gender and cultural or racial differences on hiring policies and practices are addressed, and several exercises are designed to develop awareness of gender differences. Some exercises deal with sexuality and alternative lifestyles. Others explore management behaviors and managing people of different cultures. Affirmative action, reverse discrimination, and developing diversity plans are explored. The final exercise considers gender and diversity in the workplace of the future. Exercises include role plays and case studies. References follow each exercise. (SLD)

ED 398 330 UD 031 142

Gaines, Curman L.
Superintendent's Response to the Blue Ribbon Commission on Diversity and Equity.
PUB DATE- 21 Jun 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Black Students; Cooperation; *Cultural Pluralism; Curriculum Development; *Educational Change; Educational Environment; Educational Policy; Elementary Secondary Education; *Equal Education; Low Achievement; Parent Participation; *School Restructuring; *Superintendents; Teacher Expectations of Students
IDENTIFIERS- *Saint Paul Public Schools MN

of how students seek to retain and reclaim a Black Self while concurrently embracing a world ordered by the dominant society. Narratives presented in this ethnography are evidence of the dilemma these students face. Representations of the Black Self as "Other" are powerful deterrents to the academic success of African American students. This study indicates that African American students perceive the pen, the act of writing, as the quintessential instrument of representation, appropriation, and oppression. Narratives show how the formal school curriculum and its omissions and deletions are implicated in the development of student identities, and how students resist this fraudulent construction. (Contains 1 table and 461 references.) (SLD)

ED 398 350 UD 031 266

Pederson, Jay P., Ed.; Smith, Jessie Carney, Ed.
African American Breakthroughs: 500 Years of Black Firsts.
PUB DATE- 95
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Achievement; Athletics; *Blacks; Business; *Civil Rights; *Educational History; Elementary Secondary Education; Fine Arts; Law Enforcement; Mass Media; *Sciences; Theater Arts; *United States History
IDENTIFIERS- *African Americans; Timelines

This book provides details on hundreds of milestones involving African Americans. The volume is arranged in subject categories, and entries summarize events and include brief biographies of the people involved. The volume features illustrations, a bibliography, a timeline of key historical events, a calendar of firsts, and an index. Events are arranged in the following categories: (1) business and labor; (2) civil rights and protest; (3) education; (4) explorers, pioneers, and Wild West heroes; (5) film and television; (6) fine and applied arts; (7) justice, law enforcement, and public safety; (7) literature; (8) media; (9) military; (10) miscellaneous milestones; (11) music; (12) performing arts; (13) politics; (14) religion; (15) science, medicine, and invention; and (16) sports. The bibliography lists 157 book sources and 33 periodicals. (SLD)

ED 398 351 UD 031 282

McMillen, Marilyn M.; Kaufman, Phillip
Dropout Rates in the United States: 1994.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Persistence; Cohort Analysis; Dropout Characteristics; *Dropout Rate; Dropouts; *Educational Attainment; Grade 8; High School Equivalency Programs; *High School Graduates; High Schools; High School Students; Junior High Schools; Junior High School Students; *School Holding Power; Urban Schools
IDENTIFIERS- Current Population Survey; *National Education Longitudinal Study 1988; Time Series Analysis

This report, which is the seventh in a series, presents data from

IDENTIFIERS- *Africa (Sub Sahara)

This paper describes the accounting profession, and the education and training of accountants and accounting technicians in Sub-Saharan Anglophone Africa. The report reviews professional accounting examinations and degrees, education, practical training, and continuing professional education. The paper highlights the weaknesses in accounting education and training, and recommends measures to strengthen these areas, including the development of national and regional accounting bodies, the establishment of national accounting qualifications at both fully qualified and technician levels, and the strengthening of teaching institutions. Contains 11 references, 8 annexes, 25 boxes, and 12 tables. (Author)

ED 398 124 SO 026 581

Hopefl, Jean Garrity; Frey-Hartel, Cheri
He's Tough but She's Mean: Gender Differences in Student Evaluations.
PUB DATE- Oct 95
NOTE- 18p.; Paper presented at the University of Wisconsin System Conference on Women's Studies (Masison, WI, October 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; Higher Education; Justice; Sex; *Sex Bias; Sex Differences; *Sex Discrimination; *Sex Stereotypes; *Student Attitudes

This paper examines the relationship between instructor gender (as an external status characteristic) and student rating of instructor (both as teacher and advisor). Current research on the relationship between gender and evaluation is summarized. Three paradigms are suggested based on research findings: (1) no action be taken as sex of the professor is not an important variable in determining how students rate instruction; (2) individual faculty members must make the necessary behavioral adaptations in order to receive high ratings; and (3) a campus- and curriculum-wide sharing of responsibility to confront sexism. Since the everyday art of teaching is reflected in and guided by the feedback faculty receive from students, the role gender plays in teacher evaluations is clearly important. Throughout this paper, the term "sex" and "gender" are used interchangeably, as they are frequently used in the current literature. (Contains 38 references.) (EH)

ED 398 125 SO 026 582

Stanley, Ed
Appreciating Continuity and Change in India through Literature, Customs, Culture, and Socioeconomic and Political Perspectives. Fulbright-Hays Curriculum Project.
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Culture; Ethnic Groups; Foreign Countries; Global Education; *Indians; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Language Arts; Literature; Middle Schools; *Multicultural Education; Non Western Civilization; Social Studies; *Socioeconomic Influences; *World Geography

Religion and World Order: Proceedings of the Symposium on Religion and Global Governance (Washington, DC, February 4, 1994).
PUB DATE- 4 Feb 94
NOTE- 57p.; Sponsored by the Religion Council of Project Global 2000.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Culture; Development; Economics; *Ethics; Foreign Policy; *Global Education; *Religion; *Religion Studies; *Religious Education; World Affairs

This proceedings focuses on religion and global governance, and addresses what kind of new world order will be present in the 21st century. Members of seven different religious traditions spoke from their perspectives on the contribution of religion to the development of ethical and humane systems of global governance, with special relevance to human rights, peace and conflict resolution, economic well-being, ecological sustainability and cultural integrity. The panelists interacted among themselves and with the audience on how the world's religions can contribute their traditions, memories, faith, and spirituality in a positive way to shape future global structures of mind and global political entities. In particular, they discussed: (1) proposed elements of a shared global ethic; (2) the requirements for a truly global civic society; (3) policies, systems, and instruments to support a global society; and (4) multi-religious strategies for advancing effective world systems. (EH)

ED 398 150 SO 026 822

Paddock, Lisa Olson; Rollyson, Carl Sokolnicki
A Student's Guide to Scandinavian American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.; For related documents, see SO 026 823-824.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bibliographies; Elementary Secondary Education; *Ethnic Groups; Ethnic Origins; Family (Sociological Unit); *Family History; *Genealogy; Information Sources; Kinship; *Multicultural Education; Oral History; *Reference Materials; Social Studies
IDENTIFIERS- *Scandinavian Americans

This book is designed to help the novice in understanding how to conduct genealogical research for Scandinavian ancestors. A brief introduction to each chapter offers ideas on topics for research and resources to consult. Chapters include: (1) "Tracing Your Roots"; (2) "Scandinavia, Scandinavians, and the History of Immigration"; (3) "Beginning Your Genealogical Search"; (4) "Oral History"; (5) "Making a Scandinavian American Family History"; and (6) "The Meaning of Community, Kinship, and Family." (Contains a glossary and an index. (EH)

ED 398 151 SO 026 823

Robl, Gregory
A Student's Guide to German American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96

background, or debate on the PDS concept. The introduction identifies five institutional sources of information on professional development schools and briefly outlines the goals and characteristics of PDSs. (IAH)

ED 398 173 SP 036 760

Yeh, Christine J.; Krumboltz, John D.
The Impact of a Non-Competitive Grading System on Learning.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Competition; Educational Philosophy; Evaluation Criteria; Evaluation Methods; *Grading; Higher Education; Schools of Education; *Student Attitudes; *Student Evaluation; *Student Motivation
IDENTIFIERS- Stanford University CA

This paper reports on student responses from a survey examining the impact of an experimental, non-competitive evaluation policy on student learning. The policy, implemented at Stanford University for a course examining cultural differences in career and personnel counseling, encouraged students to engage actively in class, learn from each other, explore ideas creatively, and take risks without the pressure to please the professor. The survey investigating the impact of the grading policy on student motivation and course involvement was distributed to 13 students during the second and the last week of the course. The data revealed that the students were generally very supportive of the non-competitive grading policy. Students indicated the course encouraged them to: concentrate on meaningful learning, learn from other students as well as the professor, be more creative in exploring their thinking, and take risks that challenged and empowered them. Numerous activities (such as culture day, the newsgroup, cross-cultural counseling, and final presentations) complemented the course's goal to encourage student to learn and engage in class in a meaningful way. (ND)

ED 398 174 SP 036 775

Solomon, Daniel; And Others
Teacher Beliefs and Practices in Schools Serving Communities that Differ in Socioeconomic Level.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Economically Disadvantaged; *Educational Environment; Elementary Education; Low Income Groups; Suburban Schools; Surveys; *Teacher Attitudes; Teaching Conditions; Teaching Methods; *Teaching Styles; Urban Schools
IDENTIFIERS- *Socioeconomic Diversity

PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Educational Research; *Faculty Development; Foreign Countries; Higher Education; Science Teachers; Secondary Education; Secondary School Teachers; Self Evaluation (Individuals); Teacher Attitudes; *Teacher Collaboration; Teacher Evaluation; *Teacher Improvement; Teaching Models
IDENTIFIERS- Australia (Victoria); *Teacher Researchers

This paper explores perspectives on self-study in teaching and in research through a longitudinal school-based professional development program for science teachers. The exploration focused on two broad perspectives: (1) self-study can be both personal and collaborative; and (2) self-study can be of teaching and of research. The professional development program in a large independent school in Melbourne (Australia) was initiated by a science faculty, who invited a tertiary educator to work with them in their classes to help them improve their pedagogy. Self-study was a valuable learning tool for individual teachers as learning from experience directly impacted on their own actions. From collaborative self-study, teachers began to learn from one another, began to take appropriate risks, and began to reconsider individual and "faculty directed" practice. Self-study of research was also explored as an individual and as a shared activity. The dual role of teacher and researcher in the professional development program allowed opportunities for interaction and for refining the skills of classroom observation, discussion, and debriefing, and the opportunity to research the development of teachers' pedagogies over time from a participant observer's perspective and as a collaborative researcher. (ND)

ED 398 193 SP 036 804

Wubbels, Theo; And Others
An Interpersonal Perspective on Teacher Behaviour in the Classroom.
PUB DATE- 95
NOTE- 22p.; Paper presented at the European Conference on Educational Research (ECER) (Bath, England, 1995). Graphs and figures contain small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Interpersonal Communication; *Nonverbal Communication; Questionnaires; Science Teachers; Secondary Education; *Student Attitudes; Systems Approach; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Student Perceptions of Teacher

This paper looks at teacher behavior in the classroom and teacher student relationships. The first section describes teacher behavior from an interpersonal perspective and presents a model to map behavior using two dimensions, proximity and influence. Proximity indicates degree of cooperation between those who are communicating; influence indicates who is controlling the national random sample (N=520) of health club members. Participants from TRI FED and the health clubs completed demographic information sheets (assessing addictive/obsessive behaviors in athletes and family members), the Exercise Enjoyment Questionnaire (EEQ), and the Perceived Family Environment Questionnaire (PFEQ). Participants from the Gatorade championship were given the same forms (excluding the PFEQ and the family portion of the demographic questionnaire). Exercisers self-selected the exercise category that best fit their exercise behavior from the following: low level, moderate, and heavy exerciser. Exercise dependence was found to occur in 9 percent of exercisers and in larger numbers as exercise intensity increased; the dependent exercisers had significantly higher levels of psychological and physical dependence than non-dependent exercisers as well as family histories of dysfunctional behavior. Eight tables display the survey results. (Contains 23 references.) (CK)

ED 398 212 SP 036 841

Bensley, Loren B., Ed.; Drolet, Judy C., Ed.
Graduate Professional Preparation in Health Education.
PUB DATE- Dec 95
NOTE- 177p.; Eta Sigma Gamma Monograph Series, v13 n2 December 1995.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Graduate Students; *Graduate Study; Guidelines; *Health Education; *Health Personnel; Higher Education; Medical Education; *Professional Education; *State Standards; Teacher Competencies; *Teacher Education Programs
IDENTIFIERS- *Health Educators

This monograph presents selected perspectives on the status of graduate studies in health education and related issues of interest to graduate students and the professionals who prepare them. The publication is in 13 chapters: (1) "Graduate Education in Health Education: Keeping Perspective, Building Momentum" (A. C. Henderson); (2) "The Evolving Graduate Programs in Health Education" (W. H. Creswell, Jr. and A. E. Nolte); (3) "Overview of the Development of Graduate Health Education Standards" (Joint Committee for the Development of Graduate Level Preparation Standards); (4) "A Case Study in Developing State Guidelines for Preparing Undergraduate and Graduate Health Educators" (W. B. Cissell); (5) "Empowering Health Educators to Integrate Competencies into Graduate Course Syllabi" (J. C. Drolet, E. Ames, and J. V. Fetro); (6) "Selecting a Graduate Health Education Program to Meet Your Needs" (M. R. Torabi); (7) "Health Education Theory: A Foundation for Graduate Education" (K. Welshimer); (8) "Ethical Dilemmas in Relationships between Professors and Students in Graduate Education" (T. P. Hardman); (9) "Graduate Preparation in Ph. D. Programs: Securing a Position in Higher Education" (S. M. Patterson); (10) "Preparing Health Educators for Academic Medicine: The Health Care Reform Opportunity" (J. J. Neutens); (11) "Being a T.A.: Balancing Being a Pro and a Student" (C. Grosshans and J. Brookins-Fisher); (12) "Turning Course Assignments and Projects into Professional Contributions" (R. J. Bensley); (13) "Graduate Programs in the Year 2020" (G. E. Richardson). (ND)

For teacher educators, it provides a conceptual framework for teachers' nurturing behavior. It discusses skills, knowledge, and sensitivities necessary to make healthy teacher-student connections and provides curriculum components to include in teacher training to enhance these nurturing skills. The book also provides useful information for educational administrators and prevention specialists who work with schools. Chapter 1 discusses the importance and value of developing close relationships with students for their overall healthy development. Chapter 2 presents the strategies used by six nurturing teachers to form such relationships with their students. Chapter 3 illustrates the attitude needed to encourage student openness to a teacher's caring--treating students with dignity and respect. Chapters 4, 5, and 6 discuss the personal and workplace resources that nurturing teachers use to revitalize their professional energy, and identify personal characteristics that enhance competence and engender trust. Chapter 7 summarizes the findings of the research and addresses teacher and administrator concerns with the ideas presented here. (Contains 78 references.) (CK)

ED 398 231 SP 036 884

McIntyre, D. John, Ed.; Byrd, David M., Ed.
Preparing Tomorrow's Teachers: The Field Experience. Teacher Education Yearbook IV.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; College School Cooperation; Cooperating Teachers; Cultural Pluralism; Educational Environment; Elementary Education; Elementary School Curriculum; Feedback; *Field Experience Programs; Higher Education; Mathematics Instruction; *Partnerships in Education; *Practicums; Preservice Teacher Education; Professional Development Schools; Program Effectiveness; Science Instruction; *Student Teachers; *Student Teacher Supervisors; Student Teaching; Teacher Educators

This yearbook provides educators with current research and practical guidelines for improving the education of teacher candidates and beginning teachers. The book has four sections, each on a particular topic and containing an overview and a response (reflections and implications). The first section focuses on contexts for effective field experiences and has four chapters: (1) "Relationships among School Context and Student Teachers' Attitudes and Performance" (Edith M. Guyton and Martin Wesche); (2) "Trusting Relations, Preservice Teachers, and Multicultural Schools" (Linda Valli); (3) "Community Field Experiences and Teacher Preparation for Diversity: A Case Study" (Kenneth M. Zeichner and Susan L. Melnick); and (4) "Designing Professional Development Learning Communities" (Patrick M. Jenlink: And Others). The overview and response are by Paul C. Paese. The second section, focusing on processes for successful field experiences, contains three chapters: (5) "Laboratory Experiences as Transition from Campus to Field" (Kim K. Metcalf and Pamela A. Kahlich); (6) "Making Sense of Teaching and Learning: A Case Study of Mentor and Beginning Teacher Problem Solving" (Judith A. Ponticell and Sally J. Zepeda); and (7) "Roles and Responsibilities of the Student Teacher Supervisor: Matches and Mismatches in Perception" (Billie J. Enz, Donald J. Freeman, and Mark B.

Ohio's Statewide Testing Program: Rules for Proficiency Testing.
PUB DATE- Aug 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Elementary Secondary Education; Mathematics Tests; Outcomes of Education; Reading Tests; Science Education; *Scoring; Standardized Tests; *Standards; *State Programs; Test Construction; Testing Problems; *Testing Programs; Test Interpretation; Test Use; Writing Evaluation
IDENTIFIERS- *Ohio

An overview of Ohio's proficiency testing program is presented and specific information pertaining to the testing at each grade level is detailed. The proficiency tests at each of four grade levels in Ohio include tests in writing, reading, mathematics, and citizenship, with science tests to be added in 1996. All of the tests, at grade level 4, 6, 9 and 12, are based on learning outcomes adopted by the State Board of Education. Every public school student must take all of the tests, which are administered by examiners who are certificated employees of the school district. The State Board of Education has established a proficient standard for each of the tests at each grade level. Tests are scored by a national scoring firm, and results are returned to the school district. Procedures are given for exceptions for disability, waivers, test security, and other testing policies. Descriptions of the tests at each grade level summarize the outcomes measured. An appendix presents an appeal form for oral administration of the ninth-grade proficiency tests. (SLD)

ED 398 251 TM 025 198

Plake, Barbara S.; Impara, James C.
Intrajudge Consistency Using the Angoff Standard-Setting Method.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cutting Scores; *Interrater Reliability; *Licensing Examinations (Professions); Performance Based Assessment; *Physicians; *Psychometrics; Standards; *Test Items
IDENTIFIERS- *Angoff Methods; Experts; *Standard Setting

This study investigated the intrajudge consistency of Angoff-based item performance estimates. The examination used was a certification examination in an emergency medicine specialty. Ten expert panelists rated the same 24 items twice during an operational standard setting study. Results indicate that the panelists were highly consistent, in terms of average absolute difference in item performance estimates (mean=0.073, standard deviation=0.066) and in resultant cutscores (16.37 versus 16.25). Features of the standard setting study and psychometric properties of the test were identified as possible contributors to this high level of intrajudge consistency. (Contains one table and eight references.) (Author/SLD)

ED 398 252 TM 025 201

develop items that reflect various degrees of the "pro" (positive) and "contra" (negative) aspects of the trait being measured. Where both positive and negative items are pooled, they can be arranged in order along the trait continuum, but for classical and item response theory analysis, scores for negatively worded items will have to be reversed in the Likert tradition. The data for this study of calibrating item scales came from 350 first-year teacher interns after their first internship who responded to 10 career commitment statements based on a 5-point Likert scale. The dataset was fitted into the Rating Scale Model (D. Andrich, 1978), and after dichotomizing, fitted into the PARELLA model (H. Hoijtink, 1991). Results showed that the Rating Scale model was able to arrange items 7 through 10 of the scale in the order as intended, but there were problems with the negatively worded items. The PARELLA model, however, was able to align the items correctly. On the other hand, the step estimates from the Rating Scale model give additional information on the way in which respondents indicate their level of agreement with the statements. Although the binary conversion of the Likert scale may result in a loss of information, the PARELLA model can provide information on item location and person separation of the trait. It is recommended that separate analysis of positive and negative items on Likert scales can be made using the Rating Scale model with the PARELLA model as a complement in establishing proximity items with item scale order. (Contains 4 tables and 12 references.) (Author/SLD)

ED 398 271 TM 025 403

Lam, Peter; Foong, Yoke-Yeen
Rasch Analysis of Math SOLO Taxonomy Levels Using Hierarchical Items in Testlets.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Computer Assisted Testing; Foreign Countries; Goodness of Fit; Item Banks; *Item Response Theory; *Mathematics; Psychometrics; Rating Scales; Secondary Education; *Secondary School Students; Test Construction; *Test Interpretation
IDENTIFIERS- Partial Credit Model; *Rasch Model; Rating Scale Model; *SOLO Taxonomy; Testlets

This study attempts to estimate Structure of Learning Outcome (SOLO) levels in mathematics using the Partial Credit and Rating Scale models. A 30-item test comprising 10 testlets of 3 items each was designed and administered to 674 lower secondary school students. The items were arranged in a hierarchical manner, each testing SOLO levels in this order: Unistructural, Multistructural, and Relationship/Abstract. The item response matrix was fitted into the Partial Credit and Rating Scale models. Results showed that: (1) the observed testlet response patterns fitted those expected; (2) the dataset fitted the psychometric models reasonably well; and (3) the proportion of examinees getting SOLO items correct decreased in order from level 1 to level 3 along the math proficiency continuum between -2.0 and 2.0. The results of the study have implications for a criterion-based approach in interpreting test results based on SOLO testlets. Results also showed the viability of testlet item bank development, test construction, and computerized testing using testlets. (Contains 1 figure, 4 tables, and 20 references.) (Author/SLD)

IDENTIFIERS- Diversity (Groups)

Forty-three essays were delivered at a conference on multicultural education held in 1991 and explore the ideas, beliefs, research findings, philosophical roots, and direction of multicultural education, along with its policy, practice, and critical assessment. Selected essays and their authors include: "History and Philosophy of the National Association for Multicultural Education: Credit Cards and Blind Faith" (Duhon-Sells and Pritchy Smith); "Toward Education that is Multicultural: Introduction to the Proceedings" (Grant); "Multiculturalism and Education: A Conceptual Relationship" (Bitting and Mutisya); "Culturally Responsible Pedagogy: The 'Wisdom' of Multicultural Education" (Huber); "Multicultural Education: The Outlook, Outreach, and Outcome for the 1990s" (Walker and Jacobs); "Ethnic Teacher/Ethnic Student: What Is the Role of Shared Ethnicity in Achievement?" (Hodgden); "An Inner-City Teacher Exchange: Teaching the Black Child in Great Britain" (Haughton); "A Proposal for Cultural Diversity in Education: The Minnesota Model" (Warring and Frank); "Developing a Plan for Multicultural Education" (Foody, and others); "Multicultural, Nonsexist Behavior Management: The San Jose State University Model" (Grossman); "That of God in Every Person: Multicultural Education in a Quaker School" (O'Grady); "A Study of the Educational Experiences of Black Male Correctional Center Inmates Who Attended Schools in Prince George's County, Maryland" (Reed); "A Multicultural Perspective for School and Curriculum Reform: Cultural Literacy and Infusion in Life Science" (LeBan); "Developing Teachers with a Multicultural Perspective: A Challenge and a Mission" (Ford); "Implementation of a Multicultural Education in a Teacher Training Program" (Kraig); "Infusing Multicultural Perspectives Across the Curriculum" (Burstein, and others); "Strategies for Effective Multicultural Education Policy in Teacher Education Programs" (Afolayan); "Collaboration as a Key to Enhancing Teaching Effectiveness in a Culturally Diverse Society: Implications for Public Schools and Universities" (Mantle); "Global Education for a Multicultural Society: An Essential Dimension in Teacher Education" (Matriano); "Multicultural Awareness: The Development of Blacks in Children's Literature from Its Earliest Inception through Contemporary Times" (Carver and Thompson); "Cultural Pluralism and the School Library" (Nauman); "Strategies for Instructing Culturally Diverse Students" (Person and others); and "Teaching Culture-Specific Counseling Using Microtraining Technology" (Nwachuka). (GLR)

ED 398 291 UD 031 098

Simun, Patricia Bates; And Others
Project Support Evaluation. Los Angeles Unified School District, Report #3 - Final Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 96
NOTE- 32p.; For a related document, see ED 366 685 and UD 031 099.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comprehensive Programs; Counseling; Demonstration Programs; *Drug Use; Elementary Education; *Elementary School Students; *High Risk Students; Juvenile Gangs; Multicultural Education; Parent Education; *Prevention; Program Evaluation; Tutoring; *Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA; *Project Support CA

on a limited scale, and these programs provide some hope for addressing the problems of homelessness. A list of six organizations for further information is given to encourage the young reader to find out more about the problem. (Contains a glossary and 10 references.) (SLD)

ED 398 310 UD 031 117

Heler, Ann, Comp.
Lesbian, Bisexual and Gay Youth Education Resources. 1995-96 Revision.
PUB DATE- Feb 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Curriculum Development; Educational Environment; Elementary Secondary Education; *Health Education; *Homosexuality; *Lesbianism; Networks; Resource Materials; *Resources; *Sex Education; Sexual Identity; User Needs (Information)
IDENTIFIERS- *Bisexuality

This compilation of resource materials is prepared for teachers and support staff who either have units on homosexuality in the sexuality curricula and need some additional information or who need to have resources at hand to answer questions from students or staff. The strong opinions around issues related to homosexuality mean that school staff must be as well informed as possible. The first section of the resource guide lists 39 resource organizations for networking about homosexuality issues in the Detroit (Michigan) area. The second section, "Current Best Complete Resource," refers readers to "Gay and Lesbian Issues in Education--A Bibliography" by Tracy Phariss (1994), published by the Teachers' Group of Colorado. Additions and corrections to the Phariss bibliography are included, and a list of 13 catalogs is provided as an additional resource. The third section, "Issues for Public Schools Other than Curriculum" is a collection of eight documents related to the educational environment. Chief among these is a student "Bill of Rights" issued by the Michigan Education Association. "Classroom Suggestions," the fourth section, again recommends the Phariss bibliography and reprints the "Health Lessons on Sexual Orientation and Homosexuality" of the Birmingham (Michigan) public schools. An appendix reprints eight articles related to gay, lesbian, and bisexual students. (SLD)

ED 398 311 UD 031 118

Swadener, Beth Blue, Ed.; Lubeck, Sally, Ed.
Children and Families "At Promise." Deconstructing the Discourse of Risk. SUNY Series, The Social Context of Education.
PUB DATE- 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; American Indians; *At Risk Persons; Blacks; Disabilities; *Disadvantaged; *Educational Environment; Elementary Secondary Education; *Low Income Groups; Mainstreaming; Metaphors; *Minority Groups; School Culture
IDENTIFIERS- African Americans; *Social Construction

This collection challenges the metaphor of the "at risk"

The Blue Ribbon Commission on Diversity and Equity, appointed by the Superintendent of the Saint Paul (Minnesota) Public Schools, reviewed the policies and practices of the city's public schools, focusing on the low achievement of students of color. The Commission presented its report in May 1994, and this report is the Superintendent's response. A staff team was selected to review the Commission's report and to recommend action plans to the Superintendent. The actions described in this report are consistent with the strategic plan and HIGH-FIVE Goals to improve the achievement for all students in the Saint Paul Public Schools. The Superintendent reaffirms the importance of system-wide accountability as a major factor in the academic success of all students and recognizes the need for increased resources, support, and training; improved teaching methods; and expanded staff evaluations and peer assistance programs. Specific plans for improvement are offered in the following areas: (1) increased accountability; (2) building on successes; (3) increased collaboration; (4) high expectations for all students; (5) relevant curriculum; (6) increased effective teaching; (7) increased staff of color; (8) increased parent and community involvement; (9) improved climate; and (10) better compliance with the district's racial harassment policy. (Contains 10 tables.) (SLD)

ED 398 331 UD 031 143

Edwards, Sandra L.
The Effect of Parental Involvement on Academic Achievement in Elementary Urban Schools.
PUB DATE- 17 Apr 95
NOTE- 80p.; Summary Paper, Requirement for the Administrative Licensure Program, Saint Mary's University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Intermediate Grades; Limited English Speaking; Low Income Groups; Outreach Programs; *Parent Participation; Parents; Parent School Relationship; Poverty; *Reading Achievement; *Urban Schools
IDENTIFIERS- Minnesota

This paper summarizes research related to parental involvement and academic achievement in urban schools, and discusses an approach to parent participation in an urban school in Minnesota. It includes discussion of barriers, values, visionary leadership, achievement, action plans, and conclusions. Barriers to parental involvement include language, especially for limited English speaking people, mistrust of the school system, racial tension, and poverty. Research offers suggestions for ways schools can develop action plans to overcome these barriers. An example of the promotion of parent involvement is given in the study of a Minnesota urban school that serves approximately 500 students in the intermediate grades. Seventy-eight percent of the students are students of color, and 93% receive free or reduced-price lunches. One of the school's operating committees focuses on family and community involvement. In 1994 telephone interviews and informal dialogue were the methods used to generate parental involvement. Parents were invited to an open house, community meetings, a spaghetti dinner, and a November luncheon meeting and raffle. Trust, money, and time were the key factors that slowed progress and narrowed the parameters of the program, but its successes were evident in increased parent attendance at

1994 on high school dropout and retention rates and examines high school graduation and completion rates. Included is an analysis of the 1994 high school completion status and subsequent life activities of members of the National Education Longitudinal Study of 1988 cohort of eighth graders. Time series data for the period from 1972 to 1994 are also included. The best and most current national data available were used to compile the report, including the Current Population Survey (CPS) of the Bureau of the Census. Data show that dropout rates have generally decreased over the last two decades, while completion rates have increased. In 1972, data from the CPS indicated that, of young adults under age 25, 6% dropped out of school that year, over 14% were dropouts, and about 83% of young adults aged 18 to 24 had completed high school with either a regular diploma or an equivalency certificate. In 1993, only about 5% dropped out, 11% were dropouts, and over 86% completed high school. Other findings of this report show that: close to one-half million students age 15-24 left school between October 1993 and October 1994; in October 1994 there were 3.7 million 16-24-year-olds who had not completed high school and were not enrolled in school; and in general, minority students were more likely than white students to have dropped out. Dropout rates were also higher for low income students and students in the Southern and Western regions of the country. Three appendixes contain standard error and time series tables, technical noted, and supplemental tables. (Contains 6 figures, 38 tables, 47 tables in Appendix A, 3 in Appendix B, and 12 in Appendix C.) (SLD)

IDENTIFIERS- *India

This curriculum project was developed by an individual who studied in India for 5 weeks in 1993 as part of the Fulbright-Hays Seminars Abroad program. The activities seek to: (1) offer factual information on India from literature, customs, culture, and socioeconomic and political perspectives; (2) help students be more tolerant about people of another race, of another country, and the conditions under which they live; (3) expand students' spheres of understanding to include a culture other than their own; (4) create a desire in students to keep informed about current events on an international level; (5) answer a need for recreational reading with books that feature factual places as part of the story; (6) help develop aesthetic tastes through writing and illustrating answers to teacher-prepared questions; and (7) furnish more unusual and unique reading material for all middle school reading/language arts and social studies classes to initiate interesting classroom discussions. (EH)

ED 398 126 SO 026 584

Parker, Franklin; Parker, Betty J.
America's Forgotten Educational Philanthropist: A Bicentennial View.
PUB DATE- Mar 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Donors; Educational Finance; *Grants; Library Funding; *Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; Trusts (Financial)
IDENTIFIERS- *Peabody (George)

This brief paper recounts the life of the extraordinary George Peabody, renowned for his educational philanthropy. Peabody is remembered for his wealth amassed as a merchant and banker, yet he also was the founder of modern educational philanthropy that lives on in seven Peabody libraries, the Peabody Conservatory of Music, three Peabody museums, and the (George) Peabody College of Vanderbilt University in Nashville. Peabody had vowed early on to endow an educational institution in every city where he had lived, worked, and prospered; this he did, fulfilling the motto accompanying his first library institute gift in 1852: "Education, a debt due from the present to future generations." (EH)

ED 398 127 SO 026 585

MacDonald, Mary C.
A Celtic Journey: Selected Sources in Irish Genealogy.
PUB DATE- May 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Family (Sociological Unit); *Family History; *Genealogy; Information Sources; Libraries; Local History; Reference Materials
IDENTIFIERS- Historical Research; Ireland; *Irish People

This annotated bibliography of selected sources introduces the novice genealogy researcher to the basic tools of this intriguing and popular pastime. With a focus on sources from and about Ireland, the bibliography presents print and

NOTE- 168p.; For related documents, see SO 026 822 and SO 026 824.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bibliographies; Elementary Secondary Education; *Ethnic Groups; Ethnic Origins; Family (Sociological Unit); *Family History; *Genealogy; Information Sources; Kinship; *Multicultural Education; Oral History; *Reference Materials; Social Studies
IDENTIFIERS- *German Americans

This book is designed to help the novice in understanding how to conduct genealogical research for German ancestors. A brief introduction to each chapter offers ideas on topics for research and resources to consult. Chapters include: (1) "Why Trace Your Roots?"; (2) "The History of Germany and German Emigration"; (3) "Beginning Your Genealogical Search"; (4) "Oral History"; (5) "Creating Your Family Tree"; and (6) "Making Your Own History." (EH)

ED 398 152 SO 026 824

Brockman, Terra Castiglia
A Student's Guide to Italian American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.; For related documents, see SO 025 822-823.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bibliographies; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; Family (Sociological Unit); *Family History; *Genealogy; Information Sources; *Italian Americans; Kinship; *Multicultural Education; Oral History; *Reference Materials; Social Studies

This book is designed to help the novice in understanding how to conduct genealogical research for Italian ancestors. A brief introduction to each chapter offers ideas on topics for research and resources to consult. Chapters include: (1) "Why Trace Your Roots?"; (2) "The History of Italian Immigration"; (3) "Beginning Your Genealogical Search"; (4) "Getting the Inside Story"; (5) "Using Outside Sources"; (6) "Research in Italy"; (7) "Nontraditional Families"; and (8) "Putting It All Together." (EH)

ED 398 153 SO 026 825

Patrick, John J.
"The Great Chief Justice" at Home. Teaching with Historic Places. Lesson Plan No. 49.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civics; *Constitutional History; *Court Judges; Federalism; Judges; Political Science; Secondary Education; Social Studies; United States Government (Course); *United States History
IDENTIFIERS- *Marshall (John); Supreme Court

This study compared teachers' assumptions about students and effective teaching practices in low and high poverty schools. Attitudes, beliefs, perceptions and classroom practices of 476 teachers in 24 urban and suburban elementary schools throughout the United States were assessed with teacher questionnaires and classroom observations during a single school year. The data indicated that teachers in schools serving students from economically-disadvantaged backgrounds put greater emphasis on teacher authority and control and less on student autonomy and "constructivist" approaches than those in other schools. The findings confirmed earlier studies in showing that students in poor communities generally receive less engaging kinds of education (such as cooperative learning) and that teachers in such schools see the school climate as less positive and stimulating and themselves as having less influence. Teachers at these schools also were less trusting of students and more skeptical about their abilities. Teachers' beliefs were generally consistent with their practices, even when school poverty level and students' mean achievement levels were statistically controlled. Five data tables are attached. (Contains 24 references.) (Author/ND)

ED 398 175   SP 036 776

Lewison, Mitzi
Writing Became a Chore Like the Laundry: The Realities of Using Journals To Encourage a Reflective Approach to Practice.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Education; Elementary School Teachers; Faculty Development; Higher Education; *Inservice Teacher Education; *Journal Writing; *Language Arts; *Reflective Teaching; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- *Reflective Writing

This action research study investigated a model of professional development designed to encourage elementary language arts teachers to adopt a more reflective approach to literacy instruction. The model consisted of monthly negotiated-topic study group sessions, theoretically-based reading, and dialogue journal writing. This paper focuses on the unexpected outcomes that occurred as a result of teachers keeping professional journals. The informants in this year-long study were K-5 elementary school teachers (N=13), the school's principal, and the researcher. The inquiry method used was situated on a continuum between traditional qualitative and critical narrative research models. The major findings related to journal writing this study included: (1) writing proved to be the least preferred and most problematic part of the intervention for teachers; (2) participants reacted with much greater emotionality to journal writing than to the other interventions; (3) prior negative experiences with writing or journals had an effect on how teachers related to the project; and (4) there was a high level of reflective thought in the journal entries of most of the teachers. The findings point to the importance of defining the personal and social contexts in which journal writing takes place and the effect different contexts have on the event. (Contains 24 references.) (Author) communication. The second section identifies five channels of nonverbal teacher behavior: (1) use of the space; (2) body movement and position; (3) facial expression; (4) how long the teacher looks at the students; and (5) the non-content aspects of speech. The third section examines a questionnaire to determine interpersonal style, and describes the classroom environment created by teachers according to their interpersonal profile. Finally, the results of a study of student perception of interpersonal style and effective outcomes for physics teachers suggest that the relationship between students' perceptions of interpersonal styles of teachers and student achievement and attitudes are not identical. Repressive teachers had the highest student achievement scores, but were low in terms of student attitudes. Directive and authoritative teachers were high in both outcome categories. The teachers with disorderly classrooms had students with negative attitudes and low achievement scores. (ND)

ED 398 194 SP 036 805

Sparapani, Ervin F.; And Others
Action Research: A Strategy for Bridging the Gap between Theory and Practice.
PUB DATE- Feb 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Education; Graduate Students; Higher Education; Preservice Teacher Education; *Research Methodology; Teacher Education Programs; *Teacher Improvement; Teaching Methods; *Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- Central Washington University; Jacksonville State University AL; *Research Teaching Relationship; Saginaw Valley State College MI; State University of New York Coll at Plattsburgh

Action research can be an effective strategy to help school-based professionals build a knowledge base that connects classroom practice and classroom theory. Action research does not build theory and is generally not transferable; rather, it examines why something is happening or might happen in a particular setting and circumstances. Action research can be an excellent tool for inservice and preservice teachers to become not only effective practitioners but knowledgeable professionals. Efforts at four institutions to involve teacher education students in action research types of activities are described: Saginaw Valley State University (Michigan), SUNY Plattsburgh (New York), Central Washington University, and Jacksonville State University (Alabama). These examples illustrate that action research helps students in both undergraduate and graduate programs to (1) target an area of interest, (2) look closely at that area of interest by gathering and analyzing some data, and (3) draw conclusions and make recommendations based on the data analysis. (Contains 19 references.) (ND)

ED 398 195 SP 036 806

Sparapani, Ervin F.; And Others

ED 398 213 SP 036 842

Devine, Marion; Mapp, Jacqueline
Exploring the Health Education Needs of Young People.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; Foreign Countries; *Health Education; *Parent Attitudes; *Parent Role; Partnerships in Education; Questionnaires; Rural Schools; Staff Development; *Student Attitudes; *Student Needs; Teaching Methods; Urban Schools
IDENTIFIERS- Scotland

This document reports on a 2-year study to determine the health education needs of young people in Scotland and to collaborate with teachers to improve the delivery of health education in relation to specific issues. The study was in two phases. Phase 1 assessed the needs of pupils according to the views of the pupils and adults, their needs based on local problems and the differences between urban and rural schools; communication between school and home regarding students' health, opportunities for involving parents in student affairs, parental satisfaction with their involvement, and the schools' perspective regarding parental involvement; joint responsibility for health education, including the most appropriate place for discussion of related subjects and where pupils can go for information; parents' and pupils' perceptions about discussions of health matters at home; the school's contribution to health education from the perspective of parents and students; and the views of students, teachers, and parents on the schools' commitment to the promotion of good health. Phase 2, which concerned two pairs of associated schools, covered staff workshops on health education; reactions to the findings of Phase 1 on the different perspectives regarding health education; issues for discussion; and implications and recommendations. Three appendices provide the questionnaires and tables of health promoting activities (both primary and secondary), and social education syllabus (secondary). (Contains 11 references.) (CK)

ED 398 214 SP 036 855

Yff, Joost
State Policies To Promote P-16 Collaboration: A Survey of Professional Development & P-12 Content Standards.
PUB DATE- Jun 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Higher Education; *Partnerships in Education; Preschool Education; Preservice Teacher Education; *School Districts; *State Departments of Education; State Regulation; *State School District Relationship; *State Standards; Teacher Education Curriculum; Telephone Surveys
IDENTIFIERS- *State Policy

This document reports on a survey of the 50 states and the District of Columbia on collaboration between schools, colleges, and departments of education (SCDEs) and P-12 schools in preservice and continuing professional development; and the

Wallin). The overview and response are by Gary P. DeBolt. The third section, which discusses connecting field experiences through communication, contains three chapters: (8) "Providing Effective Cooperating Teacher Feedback" (Elizabeth A. Wilkins-Canter); (9) "Communicating Personal Constructs about Diverse Cultures: A Cross-Case Analysis of International Student Teaching" (Elaine Jarchow, J. McKay, R. Powell, and L. Quinn); and (10) "Facilitating Schools-University Communication: A Constructivist Approach to Practitioner Empowerment (Mary J. Selke). The overview and response are by Dan O'Hair and Mary John O'Hair. The fourth section focuses on field experiences and curriculum and contains two chapters: (11) "Learning about Mathematics in Elementary Methods Courses" (Robert E. Floden, G. W. McDiarmid, and N. Jennings) and (12) "Educational Environments for the Teaching and Learning of Elementary Science: Questions of Fit" (Sharon Nichols, Deborah J. Tippins, and Denise Crockett). The overview and response are by Renee Tipton Clift and Laurie Thomas. (CK)

ED 398 232   SP 036 885

Martin, Renee J., Ed.
Practicing What We Teach: Confronting Diversity in Teacher Education.
PUB DATE- 95
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Classroom Environment; Constructivism (Learning); Critical Theory; *Cultural Pluralism; Elementary Secondary Education; Higher Education; Ideology; *Multicultural Education; Physical Education; Preservice Teacher Education; Racial Bias; *Student Teacher Attitudes; *Teacher Education Curriculum; *Teacher Educators; Teaching Methods
IDENTIFIERS- Diversity (Student); *Social Constructivism

This work probes the confines of traditional approaches to teaching about diversity, and it explores the possibilities for redefining links between theory and practice, thereby presenting an alternative repertoire for teacher education that emphasizes the relationship between ideology and pedagogy. The publication is in 3 sections. Part 1, Alternative Templates: Building New Foundations, contains 5 chapters: (1) "Teaching Controversial Issues in Higher Education: Pedagogical Techniques and Analytical Framework" (Julie Andrzejewski); (2) "Thinking about Diversity: Paradigms, Meanings, and Representations" (Robert Muffoletto); (3) "Teaching about Diversity through Reflectivity: Sites of Uncertainty, Risk, and Possibility" (Kathleen S. Farber); (4) "Deconstructing Myth, Reconstructing Reality: Transcending the Crisis in Teacher Education" (Renee J. Martin); and (5) "What s All This White Male Bashing?" (Carl Allsup). Part 2, Impact and Implications of Biography for Pedagogy, contains 4 chapters: (6) "Multicultural Teacher Education for a Culturally Diverse Teaching Force" (Carmen Montecinos); (7) "Teaching Whites about Racism" (Christine Sleeter); (8) "Creating Classroom Environments for Change" (Keith Osajima); and (9) "What's in It for Me?: Persuading Nonminority Teacher Education Students to Become Advocates for Multicultural Education" (Kent Koppelman and Robert Richardson). Part 3, Multiple Realities: Multiple Enactments," contains 6 chapters: (10) "Reflecting on Cultural Diversity through Early Field Experiences" (William D.

Tang, K. Linda
A Comparison of the Traditional Maximum Information Method and the Global Information Method in CAT Item Selection.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; Estimation (Mathematics); *Selection; Test Construction; *Test Items
IDENTIFIERS- *Information Function (Tests)

The average Kullback-Keibler (K-L) information index (H. Chang and Z. Ying, in press) is a newly proposed statistic in Computerized Adaptive Testing (CAT) item selection based on the global information function. The objectives of this study were to improve understanding of the K-L index with various parameters and to compare the performance of the K-L index with the traditional information method in CAT item selection. The results of this study, based on simulated and real data with 500 items each, provide evidence that Chang and Ying's global information method produced similar or better true ability theta estimates than the more traditional information approach in CAT item selection. In addition, results from the real item pool analyses indicate the parameter that provides the best theta estimates among the four K-L indices studied. (Contains one table, seven figures, and six references.) (Author/SLD)

ED 398 253 TM 025 202

Baker, Sheldon R.; And Others
Towards the Nonstochastic Recalibration of the Teacher Made Test and Project Scoring Protocols as a Measure of Student Performance Magnitudes: The Instructional Effectiveness Coefficient for Group and Individual "Empiricism without Experimentation."
PUB DATE- 95
NOTE- 11p.; Version of a paper presented at ECER (Bath, England, United Kingdom, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Educational Assessment; Educational Research; Elementary Secondary Education; Epistemology; *Instructional Effectiveness; Models; Performance Factors; Psychometrics; Qualitative Research; *Research Design; Research Methodology; *Scoring; *Teacher Made Tests; Test Construction
IDENTIFIERS- *Calibration; Edumetric Properties of Tests; Empirical Research; *Stochastic Analysis

A paradigm for the recalibration of teacher-made assessment that assesses and evaluates in one operation is formulated. The effort to make the classroom the primary source of educational research activity is contingent on redefining educational research as empirical and not experimental. This emphasizes that the empirical analysis of instructional effectiveness is a question of design effectiveness and calls for a new methodology for quantitative analysis, called edumetrics. Edumetrics consists of the formulation of a descriptive index coefficient, which can describe magnitude of student performance using teacher-made instruments as the numerical

ED 398 272 TM 025 408

Tam, Alice Yu-Wen; Wisenbaker, Joseph M.
A Conjoint Test for Testing the Equality of Mean and Variability in a One-Way ANOVA Layout.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Hypothesis Testing; *Robustness (Statistics); Simulation
IDENTIFIERS- *Conjoint Analysis; *Equality (Mathematics); Mean (Statistics); Power (Statistics); P Values; Type I Errors; Variability

The robustness with respect to Type I error and the power of a proposed test statistic in testing the conjoint hypotheses of mean and variability equality were examined in this simulation study. The conjoint test utilizes the maximum p-value from separate tests of equality of means and equality of variability as its p-value to control the Type I error rates. The number of groups (2, 4, 6, 8, and 10), number of subjects per group (10, 20, 40 and 80), and distribution shapes (4) were manipulated. Data with equal means and equal variances, equal means and unequal variances, and unequal means and equal variances were simulated to obtain the Type I error rates; whereas data with unequal means and unequal variances were simulated to obtain the empirical power. Results showed that the conjoint test yielded low Type I error under all three conditions across the manipulated variables. The conjoint test provided "reasonable" power when the sample size per group was large. An appendix presents a sample computer program for the analysis. (Contains five references and seven tables.) (Author/SLD)

ED 398 273 TM 025 466

Middlebrooks, Anthony E.
Effects of Goal-Orientation on Metacognitive Activity.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Need; Females; *Goal Orientation; Higher Education; Learning Strategies; *Metacognition; *Problem Solving; Psychological Characteristics; Student Motivation; *Undergraduate Students

This study examined the effect of goal-orientation on subjects' metacognitive activities during problem solving. Twenty female undergraduate students were randomly assigned to a learning or performance goal-orientation condition. The subjects were given an open-ended problem-solving task with instructions highlighting their respective goal-orientation. A questionnaire measuring metacognitive activities was administered before, during, and after the problem-solving task. The results demonstrated that students under a learning goal-orientation

Project Support, a 3-year project funded by the federal government, was designed as a demonstration of the impact of a comprehensive school-based drug and gang prevention program for high-risk students in six elementary schools in Los Angeles (California). In addition to providing some programs for entire grade levels, the program planned to identify 250 to 300 students on which to concentrate services. This report is the final evaluation report of the 3 years. Major strategies involved in this project were: (1) drug and gang policy awareness; (2) drug and gang prevention education; (3) multiracial and multicultural sensitivity development; (4) conflict resolution; (5) after school alternative programming; (6) tutoring and mentoring services; (7) community service; (8) career awareness; (9) early intervention counseling; and (10) relevant parent education. Crimes against person and property at project schools decreased 41% during the project period, and attendance improved by 4.6% for the targeted group. Reading achievement scores increased by 12.3% for the targeted group, and mathematics and language arts improved by 12.1% and 9.5% respectively. Pretest and posttest data on 974 students showed that the project produced gains in self-esteem and pro-school attitudes. Administrators and teachers saw merit in the program and advocated its continuation. An appendix presents four survey instruments from the study. (Contains 2 charts and 11 tables.) (SLD)

ED 398 292 UD 031 099

Drummond, Robert; Fountain, Cheryl
Career Development Continuum for Urban Educators.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; *Career Development; College School Cooperation; Cooperation; *Education Majors; Elementary Secondary Education; Higher Education; Measurement Techniques; *Professional Development; Teacher Attitudes; *Teachers; *Urban Teaching; Values; *Work Attitudes
IDENTIFIERS- Adult Career Concerns Inventory; Commitment; *Preservice Teachers; Self Report Measures

A continuum of professional development proposed at the University of North Florida conceptualizes points along the continuum as junctures for initiating collaborative activities between public schools and higher education. The findings of four different studies were merged to investigate the career development continuum of urban educators. The first study focused on stages of career development and examined the differences in career concerns of 44 experienced urban teachers and 87 preservice education students. Significant differences were found in the means on three scales of the Adult Career Concerns Inventory. A second study investigated the pattern of work values as measured by the Work Values Inventory of S. Super using the same groups. There were no significant differences in values between the groups. The third study addressed the career commitment of 143 experienced teachers, and the fourth study compared the career commitment of 87 students completing internships in urban schools to that of the preceding group of teachers. Preservice teachers were more likely to think that they would still major in education if discourse about minority groups, situating it in the context of the struggle over the power to define language and policy, and the right of all groups to material and psychological well being. Some chapters reframe oppressed groups in terms of "promise" and the potential for excellence. Following "The Social Construction of Children and Families 'at Risk': An Introduction" by Beth Blue Swadener and Sally Lubeck, contributions include: (1) "Children and Families 'at Promise': Deconstructing the Discourse of Risk" (Beth Blue Swadener); (2) "Mothers at Risk" (Sally Lubeck); (3) "The Politics of Who's 'at Risk'" (Michelle Fine); (4) "Voice Unaltered: Marginalized Young Writers Speak" (Elizabeth Quintero and Mary Kay Rummel); (5) "'Motherwit': Childrearing Lessons from African American Mothers of Low Income" (Donelda A. Cook and Michelle Fine); (6) "Exploding the Myths: African American Families at Promise" (Mary Smith Arnold); (7) "Native Americans at Promise: Travel in Borderlands" (Carolyne J. White); (8) "Learning in and out of School: Critical Perspectives on the Theory of Cultural Compatibility" (B. Robert Tabachnick and Marianne N. Bloch); (9) "Creating a Classroom Culture of Promise: Lessons from a First Grade" (Mary E. Hauser and Cynthia Thompson); (10) "Student Success: A Matter of Compatibility and Expectations" (Joyce S. Waldoch); (11) "Advocating for Aric: Strategies for Full Inclusion" (Lisa Leifield and Tina Murray); and (12) "Epilogue. Naming and Blaming: Beyond a Pedagogy of the Poor" (Valerie Polakow). References follow each chapter. (Contains four tables.) (SLD)

ED 398 312   UD 031 119

Reorienting Secondary Education in Asia and the Pacific.
PUB DATE- Dec 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Curriculum Development; *Educational Change; Educational Innovation; Educational Policy; Foreign Countries; International Education; Participative Decision Making; *Policy Formation; Public Policy; *School Restructuring; *Secondary Education
IDENTIFIERS- *Asia Pacific Region; *Reform Efforts

The National Institute for Educational Research (NIER), Tokyo (Japan) and the Asia-Pacific Centre of Educational Innovation for Development (APEID) of the United Nations Scientific, Cultural, and Educational Organization (UNESCO) organized a regional seminar to explore issues related to secondary education in Asia and the Pacific and to formulate a framework for international cooperative programs and innovative educational development in the region. Economic and political issues are of increasing importance, but participating nations agree on the importance of promoting basic education for all, even in the face of economic constraints. The problems facing education in Asia and the Pacific are of such magnitude that reorienting education in a systematic and purposeful way is a necessity. The initial focus of Seminar participants toward this goal was on the curriculum. Although the needs of countries in the region vary, some common features of successful educational restructuring are: (1) policy objectives are realistically and clearly articulated; (2) key interest groups are consulted and involved; (3) the role of teachers is recognized and supported; (4) time frames are realistic; (5) adequate resources are provided; and (6) policy reforms are monitored and evaluated properly. Recommendations and matters meetings and increased expressions of parent opinion. Nineteen appendixes present a model for school reform and supporting information, including parent letters and worksheets, used to promote involvement. (Contains 4 appendix figures, 8 appendix tables, and 41 references.) (SLD)

ED 398 332 UD 031 144

Hogueisson, Thomas E.
Chicago Public School Teachers Opinions of the Reform School Board of Trustees.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Boards of Education; Curriculum Development; *Educational Change; Elementary Education; *Elementary School Teachers; Merit Pay; Participative Decision Making; Professional Autonomy; *School Restructuring; Surveys; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Reform Efforts

The Chicago (Illinois) School Reform Act was signed into law in 1988 and the Reform School Board of Trustees was appointed in July 1995. There have been several reports of teachers' opinions about the Reform Act, but the opinions of teachers about the Reform School Board have not been studied. Almost half of teachers have reported at least some positive change in their schools, and only 15% believe that schools have changed for the worse. Research has indicated, however, that the reform has had little actual effect on student achievement. With these research findings as background, an instrument was developed to measure the attitudes of teachers toward the Reform School Board of Trustees. One hundred teachers from six elementary schools were surveyed. Sixty-one percent of these teachers felt that they were not involved with reform since the appointment of the Reform School Board. They were nearly equally divided about student improvement in reading, and only somewhat more positive about achievement in mathematics, with 59% believing improvement has occurred. Teachers were opposed to merit pay (68% to 32%), but they favored the Reform School Board's promise of a return to a system-wide curriculum. Results suggest the necessity of more detailed studies of the progress of the Reform School Board. (Contains 1 table and 12 references.) (SLD)

ED 398 333 UD 031 145

Vincent, Carol
Parent Empowerment? Collective Action and Inaction in Education.
PUB DATE- 8 Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Elementary Education; Foreign Countries; Low Income Groups; Minority Groups; Parent Attitudes; *Parent Empowerment; *Parent Participation; Parent School Relationship; *Participative Decision Making; Political Attitudes; Racial Differences; *Teacher Supply and Demand; *Urban Schools; Working Class

electronic sources that will assist in researching family history as well as offer reviews of recent electronic developments that track and record genealogical research. Types of sources include: (1) Guides and Handbooks (14 items); (2) Dictionaries (3 items); (3) Atlas (1 item); (4) Directories (4 items); (5) Indexes (4 items); (6) Names (3 items); (7) Bibliographies (2 items); (8) Societies (2 items); (9) Electronic Genealogy (4 items); and (10) Web Sites (2 items). (EH)

ED 398 128 SO 026 587

Social Studies: A Bibliography for the Elementary Level.
PUB DATE- Sep 95
NOTE- 106p.; For related item, see SO 026 588.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Elementary Education; Foreign Countries; Reference Materials; *Social Studies
IDENTIFIERS- *Canada

This annotated bibliography is designed to assist Canadian educators in choosing a variety of appropriate resources to support "Social Studies: A Curriculum Guide for the Elementary Level (June 1995)." The items listed are intended to promote the philosophy of resource-based learning in which the curriculum is supported by a variety of resources and instructional approaches. The resources in this bibliography include video recordings, audio cassettes, kits, games, 16mm films, CD-ROM, computer software and various print resources. This multi-resource approach provides students with opportunities to interact with a wide range of current materials in a variety of learning situations. Suggestions for community resources are included. (EH)

ED 398 129 SO 026 588

Social Studies: A Bibliography for Grade 6. Canada and Its Atlantic Neighbours.
PUB DATE- Apr 92
NOTE- 99p.; For related item, see SO 026 587.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Foreign Countries; Global Education; Grade 6; Intermediate Grades; Multicultural Education; Reference Materials; *Social Studies
IDENTIFIERS- Africa (West); Brazil; Canada; France; Ireland; Mexico

This annotated bibliography is designed to assist Canadian educators in choosing a variety of appropriate resources to meet the needs of the grade 6 social studies curriculum, "Canada and Its Atlantic Neighbours." Those neighbors include the United States, France, Mexico, the Caribbean, Ireland, Brazil, and the nations of West Africa. The items listed are centered around the philosophy of resource-based learning, in which the curriculum is supported by a variety of resources rather than a single textbook. The resources in this bibliography include videos, films, filmstrips, wall charts, maps, computer software, and various print resources. This multi-media approach provides students with opportunities to interact with a wide range of current materials in a variety of learning situations. Suggestions also are made for using

This lesson emphasizes the virtues underlying John Marshall's commitment to his duties as public official and member of a family. It is based on the National Register of Historic Places registration file "John Marshall House" and information from the John Marshall Foundation of Richmond, Virginia, and the Association for the Preservation of Virginia Antiquities. Materials for students include: (1) readings drawn from biographies and papers of John Marshall; (2) maps of Richmond and the Chesapeake Bay region; and (3) photographs of the exterior and interiors of the John Marshall House. The lesson can be used with units on the Marshall Court during the Early National Period and provides a personal touch with elements of social history to enrich the usual legalistic treatments of John Marshall in standard U.S. history courses. The readings focus on: (1) "John Marshall at Home"; (2) "A Black Robe - Symbol of Civic Virtue and Constitutional Principles"; (3) "A Locket and a Strand of Hair - Symbols of Love and Family"; and (4) "John Marshall on 'My Dearest Polly'." (EH)

ED 398 154 SO 026 851

LaDuke, Betty
Women Artists: Multicultural Visions.
PUB DATE- 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; Art Criticism; *Art Education; *Artists; Consciousness Raising; *Cross Cultural Studies; Cultural Awareness; Developing Nations; Females; Feminism; Folk Culture; Nationalism; Racial Bias; Secondary Education; Social Bias; Visual Arts; Womens Education; *Womens Studies
IDENTIFIERS- *Ecofeminism; *Women Artists

This resource gathers together explorations of women's art from Asia, Latin America, Eastern Europe, and the United States as a stimulus for interdisciplinary discussion and investigation. Part 1, "Art, Ecology, and Spirituality", focuses on traditional artists from Borneo, India, and Mexico, whose symbolic images are linked to goddesses of procreation, cultural creation, and spirituality. They augment awareness of the earth as a living entity whose destruction in any part of the globe affects all people. Part 2, "Breaking Boundaries" focuses on individual women artists/art educators of color from the United States, who have broken boundaries to create art that has had a significant impact upon their communities, but have yet to overcome barriers that prohibit their aesthetic achievements from receiving more than token acknowledgment from mainstream art brokers. Part 3, "Art and Nationalism", includes discussions of painters whose work reflects their personal and spiritual responses to survival in Eastern Europe in the aftermath of World War II. These essays allow cross-cultural comparisons and consideration of global issues such as ecofeminism, indigenous self-determination, racism, and the effects of nationalism. Black and white photographs and art reproductions are provided. (MM)

ED 398 155 SO 026 852

Seymour, Dale
Introduction to Line Designs.
PUB DATE- 92
NOTE- 292p.

ED 398 176 SP 036 777

Handel, Ruth D.
Teachers as Family Literacy Learners: Report from the Field.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Elementary Education; Elementary Schools; Family Involvement; Higher Education; Instructional Innovation; *Intergenerational Programs; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; *Parent Workshops; Partnerships in Education; *Reading Instruction; *Teaching Methods; Urban Schools
IDENTIFIERS- Adult Child Relationship; *Family Literacy; Montclair State College NJ; Newark School System NJ

This paper describes a field-based effort in which practicing teachers collaborated with a university researcher to develop, inaugurate, and maintain a family literacy program. In this context, family literacy is an intergenerational program serving all members of the family, meeting the needs of adult family members as individuals, not just as caregivers for children. The Partnership for Family Reading is a joint effort of Montclair State University and 34 elementary schools in Newark (New Jersey), an urban district with a low income, minority population. Major activities are: (1) interactive workshops for adults in which they read and discuss children's literature and learn reading comprehension strategies; (2) adult-child book reading at home and school; and (3) staff development. Teachers conduct the workshops at the school site during regular school hours. The data indicated that two of the program goals, increased staff expertise in working with parents and closer home-school relationships, were being furthered. Teachers learned that parents were concerned for their children's welfare, that the adults' progress could enhance the teachers' own sense of professional efficacy, and that closer contact with parents could be a source of personal pleasure without compromising professional expertise. The program was less successful in addressing the issue of what teachers can learn from parents. (Contains 13 references.) (ND)

ED 398 177 SP 036 778

Chen, Shu-Fang
Learning Multiculturalism from the Experience of International Students: The Experience of International Students in a Teacher Training Program.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Pluralism; *Educational Environment; Elementary Secondary Education; *Foreign Students; Graduate Students; Higher Education; *Interpersonal Relationship; Multicultural Education; Preservice Teacher Education; *Student Experience; Teacher

Portfolio Assessment: A Way to Authentically Monitor Progress and Evaluate Teacher Preparation.
PUB DATE- Feb 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; Self Evaluation (Individuals); *Student Evaluation; *Teacher Education Programs
IDENTIFIERS- Central Washington University; Jacksonville State University AL; Saginaw Valley State College MI; State University of New York Coll at Plattsburgh

Portfolios are an effective way to get students to invest in their learning, and to show how students' learning improves or changes over time. This paper provides examples of portfolio assessment in teacher education programs to demonstrate that portfolios are useful assessment tools providing an ongoing database for documenting and monitoring student progress throughout a program. Examples of the use of portfolio assessment are described from Saginaw Valley State University (Michigan), SUNY Plattsburgh (New York), Central Washington University, and Jacksonville State University (Alabama). Findings from the investigation reveal that the design of portfolios and their purposes vary, though the primary intent is to authentically and accurately represent student performance. However, there is concern about using portfolios as the sole assessment tool. Finally, five key factors are identified that must be considered whenever portfolios are used: (1) originality; (2) transferability; (3) authenticity; (4) opportunity; and (5) time and commitment. Examples of portfolio information sheets and criteria are appended. (Contains 17 references.) (ND)

ED 398 196   SP 036 807

Ojanen, Sinikka
Analyzing and Evaluating Student Teachers' Developmental Process from Point of Self-Study.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; *Individual Development; *Knowledge Level; Learning Processes; Metacognition; Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); Student Teachers; Teaching Methods
IDENTIFIERS- Finland; *Pedagogical Content Knowledge

This paper discusses the need for the renewal of teacher education programs in Finland in order to bring practicing professionals into contact with new knowledge and ideas. To inject new knowledge requires a theoretical understanding of the mechanism of professional change and the process of evaluating professional development. The central factor governing the effect of professional development upon classroom alignment of teacher education curriculum with state P-12 content standards. Respondents in 13 states reported having explicit mandates by statute or regulation for collaboration while an additional 19 indicated that collaboration is encouraged but not mandated by the state. Respondents in 16 states reported having mandates for alignment of teacher education curriculum with P-12 content standards, while an additional 16 indicated that the state "encourages" such alignment. The findings suggest: (1) state support does affect activity level and programs in education reform; (2) in some instances, the state's position can have a negative effect; (3) in more states than not, schooling and teacher preparation are perceived as distinct, independent processes, and continuing professional development is not seen as a career-long extension of initial professional training; and (4) the move toward more school-based activity in teacher preparation is not yet supported by a change in the tenure and promotion policies. Based on the survey results, four policy considerations are suggested. (ND)

ED 398 215   SP 036 857

Teacher's Guide to the U.S. Department of Education. Fourth Edition.
PUB DATE- 95
NOTE- 145p.; Foreword by Secretary of Education, Richard W. Riley.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; *Educational Resources; Educational Technology; Elementary Secondary Education; *Federal Programs; *Grants; Guides; Information Services; *Information Sources; Postsecondary Education; *Resource Materials
IDENTIFIERS- Compilations; *Department of Education; Department of Education Regional Offices; Goals 2000; National Education Goals 1990

This compilation of information on the U.S. Department of Education's support programs, publications, and services to teachers, provides a description and location within the Department for each program, and serves as a reference for specific needs and questions. A review of the national education goals and the Goals 2000 program procedes the main reference sections that outline the structure of the Department, and provide a description, contact name, and phone number for each office, program, and project operated by the Department. Staff of the 10 regional offices are listed. Information is also presented on services administered by the Department to advance research and to provide information and promote communication about educational issues, such as toll-free telephone numbers, the National Library of Education, Regional Educational Laboratories, the National Diffusion Network Program, Special Education Programs, and information clearinghouses. (ND)

ED 398 216   SP 036 858

Abdal-Haqq, Ismat
Locating Resources on Professional Development Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

Armaline); (11) "To Participate...To Speak Out: A Story from San Elizario, Texas (Elizabeth Quintero and Ana Huerta-Macias); (12) "Theoretical Perspectives and Multicultural Applications" (Lourdes Diaz Soto; Tina Richardson); (13) "Beyond Bats and Balls: Teaching about Knowledge, Culture, Power, and Ideology in Physical Education" (Robyn S. Lock); (14) "Seeds of Change: A Pilot Study of Senior Preservice Teachers Responses to Issues of Human Diversity in One University Course" (Evelyn McCain-Reid); and (15) "The Coalition for Education That Is Multicultural: A Network of Advocates for Educational Equity" (Marilynne Boyle-Baise). (MAH)

ED 398 233 SP 036 886

Aaronsohn, Elizabeth
Going Against the Grain. Supporting the Student-Centered Teacher.
PUB DATE- 96
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Change Strategies; Educational Change; English Instruction; Heterogeneous Grouping; High Schools; Inservice Teacher Education; *Mentors; Partnerships in Education; Problem Solving; Secondary School Teachers; *Student Centered Curriculum; Teacher Educators; Teacher Effectiveness; *Teacher Empowerment; *Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Teacher Development

This book serves as a response to recurring questions from preservice teachers regarding the practice of student-centered teaching within the traditional school culture. The book uses the experience of one beginning teacher, Sheila, to develop its theme. It suggests that if practicing teachers have direct continuing access to teacher educators for support while they and their students work at letting go of traditional assumptions, they can work gradually toward realization of their vision. The seven chapters discuss: student centered teaching; Sheila's vision of the teacher as nurturer; the process of teaching and learning; teaching in a student-centered classroom; institutional realities; developing the mentoring relationship; and reconceptualizing roles of teacher and teacher educators. It is concluded that a developing teacher does most of the work at growing professionally, while her nurturer provides the support. A list of operational definitions and a list of resources on student-centered teaching are provided. (Contains 96 references.) (CK)

ED 398 234 SP 036 887

Teacher to Teacher Talk: Student Performance on MSPAP (Maryland School Performance Assessment Program).
PUB DATE- 95
NOTE- 43p.; For the 1994 report, see ED 381 537.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Education; Grade 3; Grade 5; Grade 8; Mathematics Instruction; Reading Skills; Science Instruction; Social Studies; *Teacher Attitudes; *Teacher Effectiveness; Test Coaching; Test Interpretation; Test Results; Test Wiseness; Writing Skills
IDENTIFIERS- *Maryland School Performance Assessment Program

base. The Instructional Effectiveness Coefficient is discussed as an edumetric device that amalgamates the assessment and evaluation of instructional effectiveness and empirical educational research. Two edumetric algorithms are presented to assess and evaluate teacher-made tests. A new research epistemology is formulated that is quantitatively intuitive and empirical. The formulated model is nonstochastic in its logic. (SLD)

ED 398 254 TM 025 207

Kitao, S. Kathleen; Kitao, Kenji
Testing Vocabulary.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Knowledge Level; Language Proficiency; Language Tests; Multiple Choice Tests; *Second Language Learning; Student Evaluation; *Test Construction; Test Content; Test Items; Test Use; *Vocabulary

A good knowledge of English vocabulary is important for anyone who wants to use the language, so knowledge of vocabulary is often tested. A test may test one or all of the types of vocabulary (active spoken, active written, passive listening, and passive reading), but the test maker should be aware of the differences among the types and which is being tested. Vocabulary content to be tested should be derived from appropriate materials, suitable for the needs of the students being assessed. Appropriate test content items can be placed into various types of multiple-choice formats or can be used in set items in which the examinee selects the word that fits or doesn't fit. Matching items, completion items, and word formation items are other ways to test student vocabulary. Another vocabulary-related skill to test is the ability to guess the meaning of an item from context. These items are particularly difficult to evaluate, but test a skill students need to develop. In evaluating vocabulary, it is useful to be able to test from various points of view: (1) knowledge of word meanings; (2) knowledge of word forms; and (3) knowledge of how to surmise meanings of unknown words from the context. (SLD)

ED 398 255 TM 025 208

Kitao, Kenji; Kitao, S. Kathleen
Evaluating the Test Results.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Difficulty Level; English (Second Language); *Evaluation Methods; Feedback; Foreign Countries; *Item Banks; Language Proficiency; Language Tests; *Scoring; Second Language Learning; *Statistical Analysis; Test Construction; Test Content; Test Interpretation; *Test Results

used metacognitive activities that were less efficient in solving the problem, but more likely to improve the solver's understanding. Performance goal-oriented subjects tended to use metacognitive activities that would lead to an efficient, accurate solution without regard for self-development. A pattern of metacognitive activity under each goal-orientation was illustrated. These results are consistent with research on goal-orientation and motivation, and they provide theoretical and practical conclusions for using metacognition and goal-orientation in education. Four appendixes present sample problems, task instructions, the questionnaire itself, and questionnaire responses by metacognitive activity. (Contains 2 tables and 38 references.) (Author/SLD)

ED 398 274 TM 025 468

Lau, Che-Ming Allen; And Others
Using Unidimensional IRT Models for Dichotomous Classification via Computerized Classification Testing with Multidimensional Data.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Computer Assisted Testing; *Educational Testing; *Item Response Theory; Monte Carlo Methods; *Robustness (Statistics); Simulation
IDENTIFIERS- Dichotomous Variables; *Multidimensionality (Tests); One Parameter Model; Three Parameter Model; *Unidimensionality (Tests)

This study focused on the robustness of unidimensional item response theory (UIRT) models in computerized classification testing against violation of the unidimensionality assumption. The study addressed whether UIRT models remain acceptable under various testing conditions and dimensionality strengths. Monte Carlo simulation techniques were used to assess the robustness of the UIRT models by comparing the false positive classification rates, false negative classification rates, and numbers of items administered for classification or mastery under the different conditions. In this study, both unidimensional three-parameter and one-parameter models were found robust with the sequential probability ratio testing procedure in computerized classification testing. The UIRT model chosen, the strength of the dimensionality, and testing conditions had an impact in terms of classification accuracy and test efficiency. (Contains 2 figures, 4 tables, and 11 references.) (Author/SLD)

ED 398 275 TM 025 469

Sipe, Theresa Ann; Stallings, William M.
Cooper's Taxonomy of Literature Reviews Applied to Meta-Analyses in Educational Achievement.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

they were beginning their educations, and they were less likely to plan to change careers. Data indicate that self-report data might not be the best way to identify the steps and stages in the professional development of urban teachers because of differences in the career concerns of experienced and preservice teachers. (Contains 2 tables, 2 figures, and 56 references.) (SLD)

ED 398 293 UD 031 100

Suleiman, Mahmoud F.; Moore, Rock
Instilling Civic and Democratic Values in ALL Students: A Multicultural Perspective.
PUB DATE- Mar 96
NOTE- 18p.; Portions of this paper presented at the National Social Sciences Association Conference (Reno, NV, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Citizenship Education; *Cultural Awareness; Cultural Differences; *Democracy; Elementary Secondary Education; Empowerment; Equal Education; Instructional Leadership; *Multicultural Education; School Culture; Teacher Responsibility; *Teacher Role; Teaching Methods; *Values Education

The key elements of promoting human traits such as building trust through proactive communication, empowering individuals, affirming civic values through diversity, serving as a symbol, and increasing accountability and responsibility as they relate to teachers and students are the focus of this article, which provides educators with useful guidelines to instill these virtues in themselves and their students in U.S. schools. It also offers suggestions for playing the role of cultural mediator in democratic institutions. If teachers are to promote global and multicultural perspectives in their leadership roles, they will need to develop new plans of interaction in diverse settings. This should be the axiom on which reflection, dialogue, and action in academic institutions are based. Teachers as civic leaders must work with students and collaborate with other educators in myriad ways to create a communal democratic culture at schools. A pragmatic model is presented to enhance universal civic values. This model stresses that culturally relevant curriculum and instructional techniques should relate personally and experientially to the cognitive, academic, social, and linguistic abilities of students. Teachers are urged to diversify teaching methods and the use of teaching aids to address different avenues of learning in the interests of educational equity. (Contains 21 references.) (Author/SLD)

ED 398 294 UD 031 101

Rumbaut, Ruben G.
The New Californians: Assessing the Educational Progress of Children of Immigrants.
PUB DATE- Apr 96
NOTE- 14p.; Abridged from Chapter 2 of "California's Immigrant Children: Theory, Research, and Implications for Education Policy" edited by Ruben G. Rumbaut and Wayne A. Cornelius and published by the Center for U.S.-Mexican Studies at the University of California, San Diego.
LANGUAGE- English

for consideration are summarized. Annexes list seminar participants, summarize the reports submitted by 16 participating nations, and list working group members. (SLD)

ED 398 313 UD 031 120

Lewis, Dan A.; Nakagawa, Kathryn
Race and Educational Reform in the American Metropolis: A Study of School Decentralization. SUNY Series, Frontiers in Education.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *Decentralization; Democracy; *Educational Change; Elementary Secondary Education; *Equal Education; Parent Attitudes; Parent Participation; Racial Discrimination; School Segregation; *Urban Education; Urban Schools
IDENTIFIERS- African Americans; *Chicago Public Schools IL; *Reform Efforts

This book addresses the American Dilemma, the reality of segregation in a country that claims adherence to the principles of equality and democracy. Segregation is viewed as fostering decentralization in the educational system; this decentralization subordinates African Americans in the competition for educational resources while legitimizing that subordination in terms of equality and power. The first chapter sets out the foundation of school decentralization through the ideological prism of inclusion and deinstitutionalization. Chapter 2 contrasts the theoretical framework growing from this foundation with past analyses of decentralization, and Chapters 3 and 4 develop these themes in more detail. Chapter 3 focuses largely on decentralization in New York City and Detroit (Michigan), and chapter 4 looks at Los Angeles (California) and Dade County (Florida). Chapters 5 through 8 look at Chicago (Illinois) to demonstrate how school decentralization supports the status quo. Particular attention is paid to school reform efforts and the attitudes of parents. Chapter 9 concludes with a discussion of the implications of current forms of decentralization for race relations and the improvement of urban education. An appendix discusses data collection in the five cities highlighted. (Contains 19 tables, one appendix table, and 164 references.) (SLD)

ED 398 314 UD 031 125

Huang, Shwu-yong L.; Waxman, Hersholt C.
Learning Environment Differences between High- and Low-Achieving Minority Students in Urban Middle Schools.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; Asian Americans; Black Students; *Educational Environment; *High Achievement; High Risk Students; Hispanic Americans; Intermediate Grades; Junior High Schools; Learning; *Low Achievement; *Middle Schools; Minority

IDENTIFIERS- Bangladesh; England

This paper examines the concept of "empowerment" and analyzes contrasting perspectives on the empowerment of parents that have informed developments at national and local levels in the United Kingdom and also in the United States and other countries. Empirical data illustrate the limited impact these approaches have on a group of working-class parents in England. The first approach is exemplified by social democratic initiatives that define empowerment as a strengthening of the role of parent-as-citizen through mechanisms designed to encourage the closer involvement of parents in the planning and delivery of local education services. The second definition of empowerment is contained within the British Conservative Party's emphasis on promoting the role of the parent as consumer, especially through policies claiming to enhance parental choice of school. A third approach, supported by the "new centrists" emphasizes the responsibility of the individual to empower himself or herself by taking advantage of opportunities to participate. The experiences of a racially mixed working class group of parents and their perceptions of the forms of action open to them during a teacher shortage illustrate how little sense of power these parents had. Data collected through interviews with 50 parents, some of whom were Bangladeshi, showed how far from empowered these parents felt as the teacher shortage disrupted classes and their children's educations. The beliefs and attitudes of many parents, especially low-income and minority group members, remain untouched by the rhetoric of parent empowerment. (Contains 65 references.) (SLD)

ED 398 334 UD 031 147

Mizell, M. Hayes

The New Principal. Risk, Reform, and the Quest for Hard-Core Learning.

PUB DATE- Nov 95

NOTE- 20p.; Adapted from remarks at the Middle School Principals' Institute (Louisville, KY, July 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; *Administrator Attitudes; Administrator Role; Educational Administration; Educational Assessment; Educational Change; Elementary Secondary Education; *Instructional Leadership; *Principals; *School Restructuring; School Safety; *Test Use

IDENTIFIERS- *Reform Efforts

As more and more people conclude that existing schools are not doing a very good job, the national movement toward school reform gains momentum. The new school requires a new principal, one who behaves and leads differently than administrators in the past. The new principal, regardless of the school's grade level, has a tight grip on the realities students will face when they graduate. The new principal leads the school so that all young people are able to perform at the highest levels possible. The administrative and operative dimensions of the new principalship are important, but they are secondary to creating a school where the emphasis is on academic performance. Constant interaction with teachers and students is the hallmark of the new principal. In addition, the new principal understands that teaching and learning involve risk, even as he or she works to make the school physically and emotionally safe for students and teachers. Setting standards community resources. (EH)

ED 398 130   SO 026 589

Shumer, Robert
Reforming American Education: The Role of Community.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Citizenship Education; *Community Role; *Educational Change; Educational Trends; Elementary Secondary Education; Public Schools; *School Community Relationship; *Service Learning

This think piece examines the role of community in educational reform. The paper maintains that while many scholars, business people, and politicians have advocated the creation of a community covenant--a mutually beneficial relationship between schools and their communities--such programs have never really taken hold. The paper advocates that as the reform movement develops in the 1990s, it is time to consider actively engaging students in the community. Such thinking may provide the philosophy and programs necessary to change dramatically the way schooling is done in the United States and reconnect parents, business people, and community agencies with schools for great benefit. The paper argues that in doing so, confidence can again be restored in public schools. (EH)

ED 398 131   SO 026 595

Belkin, Allen; And Others
Collective Memory: The African Presence in Latin America. A Study Guide on the Maroon Community of Esmeraldas, Ecuador.
PUB DATE- 93
NOTE- 18p.; Supported by the D.C. Community Humanities Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African History; *African Studies; Black History; *Cross Cultural Studies; Foreign Countries; Global Education; *Latin American History; *Latin American Literature; *Latin Americans; Local History; Multicultural Education; Oral History
IDENTIFIERS- *Ecuador (Esmeraldas); Maroons

In this brief study guide, the focus is on the "maroons," those Africans who bravely threw off the chains of slavery and established independent communities within colonial Latin America. The specific study is of the history and culture of Esmeraldas, a province in northwestern Ecuador and home to one of the most interesting maroon communities, and where African traditions can still be seen and felt. The publication was created to coincide with the March-April 1993 U.S. tour of Juan Garcia Salazar, an Afro-Ecuadorian who collects and studies oral poetry, myths, rituals, folk medicine, music and household artifacts of Afro-Ecuadorian communities. One short story from Ecuador in both Spanish and English is included. Contains 31 references and a list of 6 organizations for further information. (EH)

ED 398 132   SO 026 620

Delano, Daisy G.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Design; Geometric Concepts; *Geometric Constructions; Mathematical Concepts; *Patternmaking; Secondary Education; Symmetry
IDENTIFIERS- *Optical Illusions

Pattern manifests itself in many ways through properties such as symmetry, repetition, translation, and illusion. This guide, appropriate for use with grades 6-12, presents patterns that are formed entirely by straight lines, yet appear to contain or be formed by curves. Exploring these geometrical shapes offers an opportunity to discover various properties of geometry as well as exercise creative expression. The book is organized in 12 chapters: (1) "Introduction"; (2) "Curves from Segments in an Angle"; (3) "Pencil, Thread, String, or Computer?"; (4) "Designs from Combined Angles"; (5) "Designs from Inscribed Polygons"; (6) "Designs from Diagonals and Chords"; (7) "Overlapping Designs"; (8) "Design Effects from Shading"; (9) "Rotating Geometric Shapes"; (10) "Combining Techniques--Getting Creative"; (11) "Mathematical Relationships"; (12) "Moire Patterns." Illustrated examples, diagrams, and instructions are given for creating designs and design variations. Reproducible student sheets and a bibliography are included. (MM)

ED 398 156   SO 026 853

Rodriguez, Susan
The Special Artist's Handbook: Art Activities and Adaptive Aids for Handicapped Students.
PUB DATE- 84
NOTE- 278p.; Photographs by Paul Blumenthal.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Assistive Devices (for Disabled); Disabilities; Elementary Secondary Education; Emotional Disturbances; Gifted; Hearing Impairments; Learning Disabilities; Mental Retardation; Perceptual Impairments; Physical Disabilities; Units of Study; Visual Arts; Visual Impairments

This reference manual is designed for art teachers of exceptional children and teachers who have handicapped children in their classrooms. The book is divided into four sections. "The Handicaps," familiarizes teachers with characteristic traits of the handicaps as a prerequisite to selecting appropriate projects and teaching methodologies. "Art Activities" presents student-centered activities designed as lesson units appropriate to both handicapped and non-handicapped students. Specific adaptations and recommendations for each exceptionality appear with every unit. Plans also indicate special requirements and advance teacher preparation. "Adaptive Aids and Materials," presents easy-to-construct devices which may enable students to compensate for missing skills or cope with physical losses. "The Art Classroom," looks at the classroom environment. This section focuses on removal of possible barriers, providing accessibility to materials and activity centers, and safety concerns. The manual concludes with a glossary and index. (MM)

Education Programs

This study explored the aspect of international student culture. To understand how international students perceived their experience as foreign students and how they make efforts to break down language and culture boundaries while they are studying abroad, five international graduate students in the college of education in a large mid-Atlantic University were interviewed. The research questions focused on: the kind of experience the students were having; whether the students perceived their experience in similar ways; and the kinds of coping mechanisms these international students were using to deal with problems. Four significant themes emerged from the analysis of in-depth interview transcriptions and field notes of participant observation: insider and outsider, language handicap, lonely island, and reflective learner. This study produced three main findings. First, supportive instructors and classmates, American friends, and an assistantship are important factors in helping these foreign students convert from being outsiders to insiders. Second, international students perceive their language problem as a kind of handicap that affects their learning, social adjustment, and self-confidence. Third, loneliness is a common feeling of international students because they have no time to make new friends due to the load of academic work and the limitation of language. It is suggested that international students can promote cultural awareness among both teacher educators and prospective teachers in teacher training programs. Breaking down cultural and language boundaries between international and American students can provide valuable cross-cultural and educational experience for all. (Contains 15 references.) (Author)

ED 398 178   SP 036 779

Musthafa, Bachrudin
Assessing and Assisting Novice Teachers: A Framework for Staff Development.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Faculty Development; Models; Portfolio Assessment; Reflective Teaching; Self Evaluation (Individuals); *Teacher Evaluation; *Teacher Improvement; Teaching Experience

The primary purpose for evaluating novice teachers is to improve their performance. The paper presents a model for assessing and assisting novice teachers to have a broad variety of professional learning experiences, to acquire a wide repertoire of teaching competencies and skills, and to gain familiarity with the language and norms governing both professional and social interaction among the members of the teaching profession. The types of support are: (1) providing mentors/supporting teachers; (2) establishing a network of collegiality; (3) establishing self and/or peer evaluation programs; (4) promoting reflective practice; and (5) using a portfolio system of documentation. Although beginning teachers might be well-prepared in content and theory, they still have much to learn about putting their knowledge to work. With the support and assistance provided by this model, enthusiastic novices could improve their teaching competencies in a teaching is the ability of teachers to be reflective about their practice, i.e., to reflect upon the origin, meaning, and consequences of their actions. The operative concepts in group process are personal pedagogical knowledge (content knowledge), broken down into metacognitive knowledge, construction, and conceptual knowledge; professional development (gradual changes in behaviors and perceptions of student teachers); and self-evaluation (qualitative judgments about one's thoughts and behavior). Self-study is a part of ongoing professional self-development which needs support, facilitating, encouragement, time, and teaching. (Contains 42 references.) (CK)

ED 398 197 SP 036 808

Ojanen, Sinikka; Keski-Luopa, Leila
The Importance of Forming a Work Group in Small Group Teaching.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anxiety; *Brainstorming; Case Studies; Elementary Secondary Education; Foreign Countries; *Group Dynamics; Higher Education; Preservice Teacher Education; Psychiatry; *Reflective Teaching; Self Evaluation (Groups); *Student Motivation; Student Teachers; Teacher Attitudes
IDENTIFIERS- *Dewey (John)

This article discusses the themes of individual and group processes, on the conscious level, as well as the main purpose of a work group, and asserts that psychoanalytical theory and knowledge are a tool for educators. The two problems studied are motivating student teachers to creative action within the small group structure and dealing with student anxiety created by uncertainty and worry about whether the group will allow room for members' personal thoughts and by one's overly self-critical attitude regarding the worth of one's own thoughts to the group. The focus of this paper is the development and formation of one small group (3-8 members) into a work group (a group of members interacting to support the work of the whole group) via individual and group processes. The preconditions of group process are motivation, distance, finding of joint limits, clarifying the basic task, commitment, and a well-qualified tutor to intervene when obstacles arise. The task of this particular workgroup came into existence through discussion of the group's own needs. The psychoanalytical theory of Dewey presented maintains that an individual interprets his outer world through his inner one, formed by previous events. Group activity provides an opportunity for conscious reevaluation of one's understanding and facilitates reflective thinking. (CK)

ED 398 198 SP 036 809

Ojanen, Sinikka
Learning To Be a Reflective Teacher. Experiences during the Final Practice of Preservice.
PUB DATE- 95
NOTE- 14p.; Paper presented at the ATEE Conference (Oslo, Norway, March 8-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

(ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; Higher Education; *Information Centers; *Information Retrieval; Internet; *Professional Development Schools; Search Strategies; World Wide Web
IDENTIFIERS- *ERIC; ERIC Digests; *Fugitive Literature; Listservs

Since professional development schools (PDSs) emerged in the mid-1980s as a promising approach to improving teacher education and P-12 schooling, information about these institutions has become more abundant and more accessible. Four primary sources of PDS information are discussed in this digest: the ERIC database, electronic resources, fugitive literature, and information centers. The discussion of ERIC resources suggests productive database search strategies. In an overview of electronic resources, contact information is given for several PDS-related listserves and world wide web sites. The digest offers guidelines for tapping fugitive literature and identifies seven organizations and projects that collect, generate, or disseminate information about professional development schools. (IAH)

ED 398 217 SP 036 862

Gaffney, Patrick V.; Gaffney, Francis M.
Analysis of and Educators' Attitudes Toward the Right of Public School Students Regarding Mandatory Participation in Patriotic School Exercises.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Measures; *Civil Rights; Constitutional Law; *Court Litigation; Education Courses; Elementary Secondary Education; Federal Courts; Foundations of Education; Higher Education; Patriotism; Public School Teachers; *Student Rights; Student Teachers; *Teacher Attitudes; Teacher Role
IDENTIFIERS- Flags; *Supreme Court

This paper reviews various court decisions, especially West Virginia State Board of Education v. Barnette, regarding the right of public school students to refuse to participate in mandatory patriotic school exercises and discusses the attitudes of teachers regarding mandatory participation. In Barnette, the Supremee Court, by a six-to-three majority, ruled that it was unconstitutional for public school officials to require students to salute and pledge allegiance to the flag at the risk of expulsion from school. Three conclusions drawn from literature on attitudes are: educators' attitudes about the legal rights of public students have been found, in some instances, to be positively related to the treatment of students in a manner that complies with existing legal precedent; teachers should serve as role models for students during their formative years by setting an example for interpreting the meaning of civil liberties; and an important part of fulfilling teachers' leadership function lies in establishing and maintaining attitudes supportive of students' legal rights. A sample of 57 preservice and 33 inservice teachers in an undergraduate foundations of education course

This document concerns what teachers learned from students responses to the Maryland School Performance Assessment Program (MSPAP) tests in 1995. Teacher responses and comments are presented in the following categories: (1) "Look How Far We've Come!" (identifies areas of improvement in student performance); (2) "Perceptions" (students test-taking behaviors; skills, processes, and abilities; and integrative thinking and learning in Reading, Writing/Language in Use, Mathematics, Science, and Social Studies); and (3) "Actions" (recommended actions in the specific subject areas noted above. Teachers who participated in previous years scoring projects were especially aware of the most recent evidence of improvement and of the positive impact on student learning when teachers implement performance-based instruction based on the Maryland Learning Outcomes. (MAH)

ED 398 235   TM 022 880

Kosower, Evie; Berman, Nancy
Comparison of Two Learning-Style Studies: Implications for Generalist Education.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Chi Square; *Cognitive Style; Comparative Analysis; Elementary School Teachers; Elementary Secondary Education; *Graduate Medical Students; Higher Education; *Learning Strategies; Pediatrics; *Physicians; Secondary School Teachers; *Specialists; Teaching Methods
IDENTIFIERS- *Generalists; Generalist Teaching; *Learning Style Inventory (Kolb)

An exploration of the learning style differences between residents and faculty in a pediatric medical department resulted in a comparison of specialist and generalist orientations and the implications the differences might have for generalist education. The Kolb Learning Style Inventory was administered to 17 residents and 22 faculty members in a pediatric department of a training hospital and to 33 elementary school and 16 secondary school teachers in a university class. Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE) were derived from participants' ranking of selected words. Strongest areas were analyzed and compared through analysis of variance and chi square statistics. Residents and faculty were significantly different, residents preferring CE and AE, while faculty preferred AC. Elementary teachers (generalists) and secondary teachers (specialists) also had different results, with elementary teachers preferring CE and AE, while secondary teachers preferred AC. Elementary teachers and pediatric residents has similar scores, but elementary teachers and pediatric faculty had significantly different scores. These findings support a generalist versus specialist orientation. They may have implications for instructional design and delivery, teacher-learner relationships, and the recruitment, selection, and retention of primary care physicians. (Contains 4 figures and 15 references.) (Author/SLD)

ED 398 236   TM 024 736

Kehoe, Jerard
Writing Multiple-Choice Test Items. ERIC/AE Digest.

After tests are administered, they are scored and the scores are given back to the students. If the real purpose of the test is to improve student learning, simply returning the scores is not sufficient. The first step in evaluating test results is to be sure that the test has tested the intended concepts and content. Calculating the mean and the standard deviation shows whether the test has been too easy or too difficult. After checking all the questions for appropriate difficulty, the teacher should decide whether to discard any items and rescore the test. Tests should then be returned to students with the correct answers and some comments that will help improve student learning. Teachers should also use the test results to improve instruction and to improve the test itself, building up a test bank of items that have been used with previous students. Checking the results carefully gives good feedback to students, helps evaluate instructional quality, and helps in the preparation of better future tests. (SLD)

ED 398 256 TM 025 209

Kitao, S. Kathleen; Kitao, Kenji
Testing Grammar.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Grammar; Language Proficiency; *Language Tests; Language Usage; Multiple Choice Tests; Scoring; *Second Language Learning; *Test Construction; Theory Practice Relationship
IDENTIFIERS- Error Detection; Relevance (Personal); Sentence Completion Test; Word Order

The testing of grammar is one of the mainstays of language testing, since it can be argued that a basic knowledge of grammar underlies the ability to use language to express meaning. The most common way of testing grammatical knowledge is the multiple-choice test, and the most common multiple-choice item is one in which the student selects a word to complete the sentence correctly. Students can also be asked to select the correct response to an utterance or to choose the most equivalent statement. Error correction items are also useful in testing grammar. A traditional way to test knowledge of word order is to present alternative word orders and ask the student to select the best. Understanding of appropriate sentence order can be tested in the same way. Still another type of grammar test item uses transformations in which the test taker constructs new sentences that have the same meaning as the original sentence. Sentence combining exercises also play a part in grammar testing. While the testing of grammar is limited in that it does not guarantee that the test taker can use the grammatical knowledge in real communication, it is sometimes necessary and useful. In constructing a grammar test, the teacher must consider the ease of marking, the degree of control, and the degree of realism. (SLD)

ED 398 257 TM 025 210

Kitao, S. Kathleen; Kitao, Kenji
Testing Listening.
PUB DATE- 96

(070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classification; Educational Assessment; *Literature Reviews; *Meta Analysis; Models; *Outcomes of Treatment; Research Methodology; Research Reports; Synthesis; *Theory Practice Relationship

H. M. Cooper (1988) has developed a taxonomy that classified literature reviews based on six characteristics: (1) focus of attention; (2) goal of the synthesis; (3) perspective on the literature; (4) coverage of the literature; (5) organization of the perspective; and (6) intended audience. One hundred and three meta-analyses identified from the literature on educational achievement were coded according to Cooper's taxonomy. Research outcomes were the focus in a majority of the meta-analyses while research methods and theory building or assessment were the focus in less than 10 percent of the meta-analyses. Generalization was a goal of all the meta-analyses, while linguistic bridge building, which deals with theories, was a goal in 12 percent of the meta-analyses. Perspectives of these meta-analyses were fairly evenly divided between neutral and espousal of a position. Findings were arranged conceptually in all of the meta-analyses, and were also arranged methodologically in slightly fewer than half. Practitioners were the usual intended audience. Using the taxonomy of reviews to classify meta-analyses can help readers assess study quality and can provide a framework for those who are conducting and publishing meta-analyses. Appendix A lists the meta-analyses included in this exploration; Appendix B lists identified studies specifically excluded. (Contains 6 tables and 10 references.) (SLD)

ED 398 276 TM 025 472

Johnson, Robert L.; Bergman, Teresa
Collaborating To Create a Portfolio Assessment in a Small-Scale Evaluation Context.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Cooperation; Early Childhood Education; Evaluation Methods; *Family Programs; Home Visits; Limited English Speaking; *Literacy Education; Parent Child Relationship; *Portfolio Assessment; Portfolios (Background Materials); *Program Evaluation; Scoring; *Test Construction; Test Validity
IDENTIFIERS- *Even Start; Nebraska (Lincoln); *Small Scale Evaluation

During the 1994-95 program year, the staff of Even Start, a family literacy program in Lincoln (Nebraska), and an evaluator collaborated to create a low-stakes, small-scale portfolio assessment to collect information on program impact. The small scale of the evaluation offered opportunities to involve the staff in each step of the portfolio creation process. Lincoln's Even Start program consists of four components: adult basic education, family literacy, early childhood services, and home visits. Family literacy portfolios were planned to demonstrate changes in parent-child interactions and reading resulting from the programs and home visits. Portfolios were prepared for 35

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); Asian Americans; Case Studies; *Cultural Differences; Elementary Secondary Education; Hispanic Americans; *Immigrants; Language Minorities; *Limited English Speaking; Minority Groups; Public Schools; *Student Characteristics
IDENTIFIERS- *California; *San Diego Unified School District CA

No state has felt the impact of the new immigration more than California, and no institution in the state has felt more effects than the public schools. A third of the nation's 20 million immigrants are concentrated in California, and more than a third of the state's public school children speak a language other than English at home. This review is intended to provide some insight into the determinants of the educational progress and adaptation of the children of recent immigrants in California schools. Results are reported from a new comparative research study of the performance of children of immigrants in the San Diego schools, focusing on Mexicans, Filipinos, Vietnamese, Laotians, Cambodians, and East Asian groups. The survey gathered information on characteristics and backgrounds of 2,420 students in grades 8 and 9. Case studies of children of immigrants (Southeast Asian, Punjabi Sikh, and Mexican American) in high schools in three different areas of California are also reported. Evidence from these studies suggests that most of the children of immigrants are making a rapid and positive adjustment, and that they are often outperforming even native-born majority groups. These data offer a challenge to conventional theories of academic attainment among ethnic minorities and suggest that some minority groups do well in spite of cultural and linguistic differences. (SLD)

ED 398 295 UD 031 102

Banks, James A., Ed.
Multicultural Education, Transformative Knowledge and Action: Historical and Contemporary Perspectives. Multicultural Education Series.
PUB DATE- 96
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Case Studies; *Civil Rights; Democracy; Educational Change; Educational History; Elementary Secondary Education; Equal Education; Females; *Intergroup Education; Minority Groups; *Multicultural Education; Racial Differences; Social Bias; *Social Change
IDENTIFIERS- Reform Efforts

The 18 chapters of this book document persistent themes in the struggle for human freedom in the United States since the late nineteenth century, as exemplified in the scholarship and actions of people of color and their white supporters. One theme is that the margins of U.S. society, to which people of color have often been confined, have usually been the sites for preserving and defending the freedoms and rights stated in the country's founding documents when they were most severely challenged. The conceptual framework around which the book is organized and the historical roots of multicultural education are described in part 1. Part 2 presents case studies of individuals whose work exemplifies the contributions of

Groups; *Student Attitudes; Student Motivation; Test Construction; *Urban Schools
IDENTIFIERS- Academic Self Concept; Middle School Students; Resilience (Personality); United States (South)

Focusing on predictors of academic success may help in the design of effective educational interventions. This study explores the enhancement of education for at-risk minority students by considering educationally resilient students and the classroom learning environment. Data was collected from six middle schools in a multi-ethnic school district in a major metropolitan area in the south central region of the United States. Motivation and learning environments were compared for 180 resilient and 180 nonresilient students from each of 3 ethnic groups: Hispanic, African American, and Asian American. Instruments adapted and incorporated in the development of the study instrument were the Multidimensional Motivational Instrument, the Classroom Environment Scale, and the Instructional Learning Environment Questionnaire. Multivariate analysis and post hoc tests of student responses showed that high-achieving students had significantly higher perceptions of involvement, affiliation, satisfaction, academic self-concept, and achievement motivation than did low-achieving students within each ethnic group. (Contains 4 tables and 44 references.) (SLD)

ED 398 315　　　　UD 031 126

Huang, Shwu-yong L.; Waxman, Hersholt C.
Comparing Learning Environment of Resilient and Nonresilient Asian American Students.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Asian Americans; Attention; Disadvantaged Youth; *Educational Environment; Intermediate Grades; Junior High Schools; Learning; Limited English Speaking; Mathematics; Middle Schools; *Minority Groups; *Student Attitudes; *Urban Schools
IDENTIFIERS- *Asian American Students; Middle School Students; *Resilience (Personality)

Resilient Asian American students, who have shown outstanding performance and achievement in spite of adverse life conditions in urban schools, were compared with nonresilient, or marginal, students who have not done well academically. The focus was on the students' perceptions of their learning environments in mathematics. Other background variables were also considered. A stratified random sampling technique was used to select 180 resilient and 180 nonresilient Asian American students from the students at 6 urban middle schools in a multicultural district in the southern United States. Three standardized instruments, the Multidimensional Motivational Instrument, the Classroom Environment Scale, and the Instructional Learning Environment Questionnaire were adopted for use in this study. The social psychological dimensions of the learning environment differed significantly between the resilient and nonresilient students. Resilient students were more attentive in mathematics instruction and classroom activities, and were more attached to and assessing performance are essential aspects of the new principal's job. The legitimacy and value of state tests are recognized, but not worshiped, as the principal ensures that assessments are used in creative ways that promote learning. The new school is going to require the new principal if meaningful change is to occur. (SLD)

ED 398 335 UD 031 148

Hampton, Marjorie
Are We Still Receiving a Colored Education? Education of Black Students.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Black Education; *Black Students; Civil Rights; Disadvantaged Youth; Elementary Secondary Education; *Equal Education; *School Desegregation; Special Education; Standardized Tests; Student Motivation; Teacher Expectations of Students; *Test Use; *Track System (Education); Urban Schools
IDENTIFIERS- African Americans

With the 1964 Civil Rights Act, school segregation was to come to an end, but it may be that black students are still receiving a "colored" education. There are inequities and prejudices in U.S. institutions, and these have tremendous influences on how African Americans are perceived and accepted. The nation's African American students are disproportionately placed in special education, put on the slow track, or placed in low ability groups, and marked as having disciplinary problems. Administrative policies and practices, as well as teacher expectations about students' abilities and potential performances, affect curriculum placement as much as race, sex, and socioeconomic status. Through all of this, students are expected to do well on standardized tests. A test score alone is not a sufficient measure of aptitude, achievement, or educational abilities of African American students. African Americans must help motivate their children to succeed and to develop a sense of self-worth so that they do not settle for a "colored" education. (Contains 10 references.) (SLD)

ED 398 336 UD 031 149

Miller, Amy L.; Narrett, Carla M.
Does Parent Involvement and Parent Feedback about Reading Progress Influence Students' Reading Progress?
PUB DATE- May 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Feedback; Grade 2; Grade 3; Parent Child Relationship; *Parent Participation; Parent School Relationship; Primary Education; *Reading Achievement; Reading Programs
IDENTIFIERS- *Paired Reading

This study investigates whether second- and third-grade students' reading progress improves when parents are provided with feedback about students' reading progress while they

American History: Selected Bibliography.
PUB DATE- May 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Chronicles; Higher Education; Historiography; Libraries; Library Collections; *Primary Sources; *United States History
IDENTIFIERS- University of Rhode Island

This selected annotated bibliography of United States history is an introduction to sources that can be found in the reference section of the library at the University of Rhode Island. Included are basic sources and more advanced research tools to acquaint students with different types of research tools available and to encourage students to consider the many different avenues research in this area can take. References include: (1) historical method (1 item); (2) bibliographies (14 items); (3) encyclopedias and dictionaries (11 items); (4) atlases (7 items); (5) handbooks (5 items); (6) chronologies (3 items); (7) directories (3 items); (8) biographies (4 items); and (9) indexes and abstracts (2 items). (EH)

ED 398 133 SO 026 621

Spicola, Lisa A.
Selected Genealogical Reference Sources for Introductory Research.
PUB DATE- May 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Family (Sociological Unit); *Family History; *Genealogy; *Information Sources; Libraries; Library Collections

This annotated bibliography focuses on reference materials that provide an introduction to useful print and electronic sources for the beginning genealogical researcher. With little exception, these publications were produced in the 1990s and are still in print. Types of print sources include: (1) Bibliographies (2 items); (2) Biography (1 item); (3) Dictionaries (2 items); (4) Directories (6 items); (5) Encyclopedia (1 item); (6) Guidebooks and Handbooks (18 items); and (7) Indexes (3 items). The bibliography also contains an Internet section that lists leading web sites and listservs in the area of genealogy. (EH)

ED 398 134 SO 026 623

McAndrew, Janet M.
American Politics and Government: A Bibliography of Selected Reference Materials.
PUB DATE- May 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Constitutional History; Constitutional Law; *Government (Administrative Body); Higher Education; Libraries; Library Collections; *Politics; Presidential Campaigns (United States); Presidents of the United States; *United States History

This annotated bibliography represents selected references in political science with an emphasis on the U.S. political

ED 398 157 SO 026 854

Boggs, Joseph M.
The Art of Watching Films. Fourth Edition.
PUB DATE- 96
NOTE- 479p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Critical Viewing; *Film Criticism; Film Study; Higher Education; Mass Media; Mass Media Role; Secondary Education; Theater Arts; Units of Study; Visual Arts; Visual Literacy

This guide aims to help students sharpen powers of observation, develop the skills and habits of perceptive watching, and discover complex aspects of film art. Organized in 16 chapters, the text, which focuses on narrative film, discusses film analysis in chapter 1 and establishes a foundation for understanding theme and story in chapters 2 and 3. The dramatic and cinematic elements that film makers use to tell the film story are presented and discussed in chapters 4 to 11. Chapter 12 provides a framework for integrating knowledge of all these elements into an analysis of the whole film. Chapters 13 to 16 explore specialized concerns and problems of film analysis. End of chapter assignments and study questions are designed to engender either class discussion or written response, help students organize thoughts, and increase involvement in the critical experience. At the end of each chapter, a list of films illustrating the covered concepts or techniques is provided. Appendices give sample student works of film analysis and a sample clip test. A glossary, selected bibliography, and index conclude the text. (MM)

ED 398 158 SO 026 855

Berger, Arthur Asa
Seeing Is Believing: An Introduction to Visual Communication.
PUB DATE- 89
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cartoons; Computer Graphics; *Critical Viewing; *Criticism; Film Study; Graphic Arts; Hypermedia; Mass Media; *Nonprint Media; Photography; *Popular Culture; Postsecondary Education; Secondary Education; Semiotics; Symbolic Language; Television; Units of Study; Visual Arts; *Visual Literacy
IDENTIFIERS- Typography

Contemporary society is an "information society" where much of the information has a visual nature. This text uses semiotic and psychological concepts to help students gain understanding of how meaning is found in visual phenomena and how minds process images. Focus is upon mass media and popular culture. Theoretical discussions are followed by exercises and applications requiring students to apply learning to practical projects. Following the introduction, "Image and Imagination," the book is organized in seven chapters: (1) "Seeing is Believing"; (2) "Elements of Visual Communication"; (3) "Photography: The Captured Moment"; (4) "Film: The Moving Image"; (5) "Television: The Ever-Changing Mosaic"; (6) "Comics relatively short period of time. (Contains 18 references.) (ND)

ED 398 179 SP 036 781

Henderson, David L.; Henderson, Travis W.
Texas Teachers, Moonlighting, and Morale: 1980-1996.
PUB DATE- Apr 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Multiple Employment; Part Time Employment; Public Schools; *Public School Teachers; State Surveys; *Teacher Attitudes; *Teacher Characteristics; *Teacher Morale; *Teaching Conditions
IDENTIFIERS- Teacher Surveys; *Texas

This is the ninth in a series of biennial surveys of Texas public school teachers, which have been taken since 1980 to form a database of demographic information related to characteristics of Texas teachers. A computerized systematic sample of Texas teachers (N=599) was selected from a population of 100,000 members of the Texas State Teachers Association. The survey had a return rate of 51 percent (289 of 574) with 25 wrong/bad addresses. Results showed that the average teacher in Texas is a 45-year old female, makes a $33,134 salary, is married with a working spouse, has a bachelor's degree, is not the family breadwinner, teaches elementary school in an urban district, and has 16.7 years of experience. The survey also showed that 44 percent of the teachers are seriously considering leaving the profession. Thirty-six percent work in the summer making $3,035, and 30 percent moonlight during the regular school year making $4,505 while working 10.8 hours per week. The average teacher (84 percent) pays health insurance in the amount of $125.90. The average teacher believes that moonlighting is detrimental and would like to quit, likes the changes in the No Pass-No Play rule, and believes the quality of teaching is better than it was five years ago. Ten tables and figures and eight pages of teacher comments are appended. (Author/ND)

ED 398 180 SP 036 782

Hamm, Jerry; And Others
The Teacher Tutor Room: A Way To Help All Students At-Risk.
PUB DATE- 9 Feb 96
NOTE- 12p.; Paper presented at the WSASCD Annual Conference (Spokane, WA, February 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; *High Risk Students; *Individualized Instruction; Junior High Schools; *Remedial Instruction; *Special Needs Students; Teacher Student Relationship; *Tutorial Programs; *Tutoring
IDENTIFIERS- Kelso School District WA

The Teacher/Tutor Room (TTR) was created by the Special Services staff at Coweeman Junior High School (Kelso, Washington) to provide academic support for their "special needs" students in the least restrictive environment without giving them an obvious label or stigmatizing them by putting them in a special class. Students who need short-term tutoring, time to complete class assignments, or a variety of other services report to the Teacher/Tutor Room during the school day, at lunch time, or

(150)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; Preservice Teacher Education; *Professional Development; *Reflective Teaching; *Role Perception; *Self Evaluation (Individuals); Student Teachers; Student Teaching; Teaching Experience; Theory Practice Relationship
IDENTIFIERS- Finland

This paper discusses the challenges facing teacher education programs to produce highly sensitive student teachers who are motivated to reflect on their own work, to develop during the preservice process and later as teachers within the professional frame of reference, and to capture a coherent picture of the course of professional development. Data were gathered from the fourth-year course students (n=80) during their final practice using interviews conducted as a social-communicative process by a second evaluator. The data were classified into five sections: (1) how capable student teachers were in conceptualizing and analyzing their own practice and behavior: (2) how they studied different roles; (3) how conscious they were of their practical theories; (4) how capable they were in reflection or utilization of experiences; and (5) how they saw educational situations as a whole. Their ability to analyze and self-evaluate was moderate. Most had not integrated personal experiences and beliefs into a valid basis for action. The reflection of experience was the most salient part in their professional development. They linked theoretical thinking and their personal view into a holistic vision. (Contains 28 references.) (CK)

ED 398 199 SP 036 810

Ojanen, Sinikka
To Create a Context of Reflective Professional Development in Teacher Education. A Pilot Research.
PUB DATE- 95
NOTE- 15p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Experiential Learning; Feedback; Foreign Countries; *Group Dynamics; Higher Education; Interaction Process Analysis; Preservice Teacher Education; *Professional Development; *Reflective Teaching; *Self Evaluation (Individuals); Student Teachers; *Supervisory Methods; *Theory Practice Relationship

This project researched theoretical self-study, i.e., how to improve, support, and facilitate the ability of a student teacher to learn to reflect on his/her learning and development through large (n=80) and small (n=5-8) group work and supervision where the basic idea is to foster professional growth of the student teacher. In the supervision model (n=10), fourth year students were asked to answer questions about close cooperation in supervision in regard to their most important goals, the nature of the instructor-student interaction, the quality of feedback discussion, their consciousness of practical theory, and their most significant learning experience. It was found that a small group could not function when its members had just been selected; it needed a group leader to function. The large group offered a means to teach reported their opinions of a statement that public school students should be required to participate in the Pledge of Allegiance and flag salute ceremony. A total of 54 percent of preservice teachers and 39 percent of inservice teachers agreed with the statement; 77 percent of all subjects perceived their knowledge of this area of the law to be low; and the majority had received no training. Recommendations are made for further studies in areas regarding students' legal rights. (Contains 63 references.) (CK)

ED 398 218 SP 036 864

Stahler, Theresa M.
Middle Level Teaching - Developing an Attitude.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Adolescents; Higher Education; Intermediate Grades; Junior High Schools; *Knowledge Base for Teaching; *Middle Schools; Preservice Teacher Education; Questionnaires; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Competencies; *Teacher Education Programs; Teaching Skills

Teaching at the middle level is different from any other teaching and so requires special preparation. Teachers in middle schools need special training to work with and be responsive to young adolescents need to interact with their peers and to use the peer group rather than the teacher for direction and guidance. The attempt to develop programs to prepare and certify teachers with this understanding and ability has been at the heart of the middle school movement. A study compared a group of middle level student teachers who were prepared in a middle school teacher education program with a group of middle level student teachers who were prepared in an elementary or a secondary teacher education program. These student teachers (N=34) completed a questionnaire about their attitudes toward middle level learners and middle level teaching. Results of analyses showed that the student teachers with special middle school preparation knew more about early adolescents, were familiar with the literature, prepared lesson plans that included more practices appropriate for middle level learners, taught more highly rated lessons, and had a better attitude toward middle level teaching than those who had been prepared in a more general program. Some of the conclusions are: (1) state certification requirements can hasten middle level teacher preparation; (2) there is a need for separate middle level teacher education programs built on the unique qualities and needs of young adolescents; and (3) leaders in teacher education must take the initiative in restructuring these programs. A copy of the questionnaire is included in the paper. (Contains 10 references.) (MAH)

ED 398 219 SP 036 865

Davidman, Patricia; And Others
Good and Bad Topics for Moral Education.
PUB DATE- 96
NOTE- 15p.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Adapted from "Testing Memo 4: Constructing Multiple-Choice Tests--Part I," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Culture Fair Tests; *Distractors (Tests); Educational Assessment; Item Bias; Measurement Techniques; *Multiple Choice Tests; Scoring; *Statistical Analysis; Stereotypes; *Test Construction; Test Items; Test Theory
IDENTIFIERS- ERIC Digests; *Item Writing

This digest describes some basics of the construction of multiple-choice tests. As a rule, the test maker should strive for test item stems (introductory questions or incomplete statements at the beginning of each item that are followed by the options) that are clear and parsimonious, answers that are unequivocal and chosen by the students who do best on the test, and distractors that are plausible competitors for the item as evidenced by the frequency with which they are chosen. It is very important that items be developed over time in light of the evidence that can be obtained from the statistical output of a measurement services office and from expert editorial review. Planning the general test outline is followed by writing item stems that identify the point to be tested and state the question in clear terms that do not lead to stereotyped answers. Negatives in the stem and irrelevant clues should be avoided. Writing the answer options calls for the same attention to clarity. Some specifics for option design and placement are provided. (Contains 4 references.) (SLD)

ED 398 237 TM 024 737

Kehoe, Jerard
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests--Part II," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Item Analysis; Item Banks; Measurement Techniques; *Multiple Choice Tests; *Psychometrics; *Scoring; *Test Construction; Test Items
IDENTIFIERS- ERIC Digests; Item Discrimination (Tests); Item Writing

This digest presents a list of recommendations for writing multiple-choice test items, based on psychometrics statistics are typically provided by a measurement, or test scoring, service, where tests are machine-scored or by testing software packages. Test makers can capitalize on the fact that "bad" items can be differentiated from "good" items psychometrically. Tests can be improved by maintaining a pool of "good" items from which future tests can be drawn. Once test items are identified as being appropriately written, the extent to which

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; Language Proficiency; *Language Tests; *Listening Comprehension Tests; *Objective Tests; Phonemes; Second Language Learning; *Test Construction; *Testing Problems

Testing English listening skills involves a variety of skills. Sounds are sometimes difficult to discriminate in a language that is not one's native tongue, so testing phoneme discrimination, the ability to tell the difference between sounds, is important. Picture choice items are a good way to select among alternatives to demonstrate discrimination of the phonemes. Discriminating stress and intonation can be tested by having test takers listen to a sentence that they have in front of them and indicate the main stress of the sentence. This can be useful, but will not demonstrate student understanding of meaning. Ability to understand the meaning of difference in intonation can be tested by asking for interpretations of a sentence, but this also can lack context information. Teachers can test student understanding of individual sentences and dialogues or they can ask test takers to choose among responses to an utterance. Some types of listening tasks make use of visual materials in true-false or matching situations. Map and drawing tasks can also be used to assess listening ability, and tasks involving talks and lectures are particularly appropriate for students who will be using English in schools where it is the language of instruction. Testing listening is difficult, and teachers must be aware that listening tests frequently do not reflect real-world listening tasks. (SLD)

ED 398 258 TM 025 211

Kitao, S. Kathleen; Kitao, Kenji
Testing Reading.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Difficulty Level; *English (Second Language); Foreign Countries; Language Proficiency; *Language Tests; Language Usage; Objective Tests; Reading Skills; *Reading Tests; *Test Construction; *Testing Problems; Word Recognition
IDENTIFIERS- Sentence Completion Test

Of the four language skills, reading is probably tested most often, and it may seem to be the easiest to test. However, testing reading proficiency has its difficulties, and the test constructor must be aware of several issues. Reading involves a number of skills, and the number and complexity of these must be recognized. Choosing the text to test reading can have an impact on the results. It is useful to use a variety of texts, and they should reflect the goals of the language teaching situation, whether, for example, the intended language use will be academic or conversational. It must be recognized that background knowledge plays a part in comprehension, so that intended difficulty levels are not confused by the test taker's families, 17 of which spoke a language other than English as their primary language. Scoring rubrics were developed and participant results from the Home Screening Questionnaire (C. Coons and others, 1981) were used as an indicator of the validity of portfolio scores. The assessment effort showed that it is possible to create a portfolio system that measures family growth in literacy and parent-child relationships. Implications for program evaluation and continued portfolio development are discussed. An appendix contains checklists used in portfolio development and the portfolio scoring rubric. (Contains 2 figures, 7 tables, and 11 references.) (SLD)

ED 398 277 TM 025 479

Linacre, John M.
Descriptive or Explanatory Measurement.
PUB DATE- Apr 96
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demography; Item Response Theory; *Literacy; *Mathematical Models; *Measurement Techniques; Prediction; Reading Comprehension; *Statistical Analysis
IDENTIFIERS- *Descriptive Method; *Explanatory Analysis; National Adult Literacy Survey (NCES); Rasch Model

Measurement is prescriptive in that the model required to produce the numbers from the phenomena is known in advance. Statistical theory is descriptive because the model required to explain the numbers is inferred from the numbers and any other information the researcher can bring to bear. There are well-known families of measurement models and statistical models; combining them poses a number of problems, as is illustrated through an analysis of the relationship between literacy and the last grade level completed for 17,650 respondents to the National Adult Literacy Survey. One approach is to use measurement and then description by summarizing the literacy of adults by their last grade levels. A Rasch model approach can be used. Another approach, that of explanatory measurement, is to attempt to discover how much can be explained by last grade level and how much by demography. The two analyses are based on the same data but address different questions. If the sample used for the summary analysis adequately represents the country's population, then the results summarize the population's literacy as well. The explanatory analysis enables prediction of expected reading comprehension levels. The choice of analysis depends on whether the researcher wants a picture of the situation or insight into its formation. (Contains four figures and five references.) (SLD)

ED 398 278 TM 025 481

Nasser, Fadia; Takahashi, Tomone
An Application of Confirmatory Factor Analysis with Item Parcels for Testing the Structure of Test Anxiety among Israeli-Arab High School Students.
PUB DATE- Apr 96
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English

multicultural education. In part 3, the work of women scholars and activists in transforming society is discussed. Part 4 describes the rise and fall of the intergroup education movement and research related to prejudice in the 1930s and 1940s. The final section, part 5, bridges the past and the present in describing the school reforms that are needed to promote educational equity and guidelines for changing schools to make them more consistent with a diverse and multicultural society. References follow each chapter. (Contains two figures and five tables.) (SLD)

ED 398 296   UD 031 103

Epstein, Debbie, Ed.
Challenging Lesbian and Gay Inequalities in Education. Gender and Education Series.
PUB DATE- 94
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Equal Education; Foreign Countries; *Homophobia; *Homosexuality; Minority Groups; Peer Acceptance; Peer Relationship; *Self Esteem; Sex Education; *Social Discrimination; Social Support Groups; *Student Attitudes
IDENTIFIERS- *Bisexuality; Homosexual Teachers; United Kingdom

Educators in Britain have tended to ignore lesbian and gay issues, creating a gap that this book addresses by discussing the complex debates about sexuality and schooling. Contributors to this collection tell stories of distress and victimization and of achievement and support in the following: (1) "Introduction: Lesbian and Gay Equality in Education--Problems and Possibilities" (Debbie Epstein); (2) "So the Theory Was Fine" (Alistair, Dave, Rachel, and Teresa); (3) "Growing Up Lesbian: The Role of the School" (Marigold Rogers); (4) "A Burden of Aloneness" (Kola); (5) "Are You a Lesbian, Miss?" (Susan A. L. Sanders and Helena Burke); (6) "Victim of a Victimless Crime: Ritual and Resistance" (Roy Bartell); (7) "Black in the Closet" (Akanke); (8) "Lesbian and Gay Equality within a Whole School Policy" (Debbie Epstein); (9) "Lesbian and Gay Issues in the Curriculum" (Paul Patrick and Susan A. L. Sanders); (10) "Shifting Ground: Rethinking Sexuality Education" (Peter Redman); (11) "(In)visibility: Sexuality, Race and Masculinity in the School Context" (Mairtin Mac An Ghaill); (12) "Coming Out in the National Union of Teachers" (Gillian Spraggs); and (13) "On the Straight and Narrow: The Heterosexual Presumption, Homophobias and Schools" (Debbie Epstein and Richard Johnson). References follow the chapters. (Contains three figures.) (SLD)

ED 398 297   UD 031 104

Bass, Ellen; Kaufman, Kate
Free Your Mind. The Book for Gay, Lesbian, and Bisexual Youth--and Their Allies.
PUB DATE- 96
NOTE- 441p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

classmates than nonresilient students. They exhibited significantly greater intrinsic desire to succeed and earn good grades, and they expected to do well. Parents of both resilient and nonresilient students in this study appeared to be equally interested and involved. Although the majority of these students spoke a language other than English before starting school, this did not appear to be a factor in their resilience. (Contains 4 tables and 52 references.) (SLD)

ED 398 316 UD 031 127

DiMeo, Pamela; Somach, Susan D.
Bosnian Refugee Resettlement in the U.S. Part II: Refugee Response.
PUB DATE- Apr 96
NOTE- 38p.; For Survey Report, see ED 385 618.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); *Attitudes; Educational Attainment; Foreign Countries; Housing; Immigrants; *Refugees; *Relocation; Surveys; War
IDENTIFIERS- *Bosnians; Yugoslavia (Bosnia)

From May through December 1995, a survey was conducted in the Bosnian language to gather information from resettled refugees about their perspectives on resettlement and their views on prearrival cultural orientation. Thirty-eight voluntary agencies distributed questionnaires, and nearly 200 Bosnians from 18 communities replied. Most respondents were male (63%), married (60%), and had either a secondary education (45%) or a university education (35%). More than half came to the United States as referrals from the United Nations High Command for Refugees, but few had attended prearrival cultural orientation. Those who had offered suggestions to make the introduction to the United States more realistic. The war in Bosnia had interrupted the education of 30 respondents, and more than two-thirds indicated that they were at a beginning level in English on arrival. Many commented on difficulties in having their diplomas recognized in the United States, and others commented on the high cost of higher education in the United States. Almost without exception respondents were positive about their children's adjustment to school. Nearly all commented on major differences between Bosnian and U.S. school systems, many noting that school in the United States is simpler, less comprehensive, and not as demanding as in Bosnia. About two-thirds were employed, and many noted work-related problems. More than half found their adjustment to the United States easy, but about 40% found it difficult. An appendix contains an English translation of the survey. (Contains one table.) (SLD)

ED 398 317 UD 031 128

Report to Congress on Out-of-Wedlock Childbearing.
PUB DATE- Sep 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Birth Rate; *Births to Single Women; Cohabitation; Demography; *Early Parenthood; *Marital Status; *One Parent Family; Population Trends; *Pregnancy; Social Problems; Tables (Data); Trend Analysis; Urban Youth
IDENTIFIERS- *Single Parents; *Unmarried Parents

concurrently participate in a parent-child reading program. Over a 15-week period, objective reading progress feedback was provided to parents on a biweekly basis. The 61 student-parent dyads were randomly assigned to 4 groups: (1) parent involvement with parent feedback (15 pairs); (2) parent involvement only (15 pairs); (3) parent reading feedback only (16 pairs); and (4) control (15 pairs). The parent-child reading program consisted of a structured, supportive reading technique called Paired Reading. Results indicate that parent participation in a structured at-home reading program did not influence student reading achievement. In addition, providing parents with objective feedback served to communicate with parents, but this communication did not translate into reading gains. The attitudes of students and parents toward reading were generally positive, yet remained unchanged as a result of participating in different treatment conditions. (Contains 9 tables and 44 references.) (Author/SLD)

ED 398 337 UD 031 150

Norfolk, Sherry Des Enfants
Here's How! Practical Hints for Establishing Library Services in Homeless Shelters.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agenda Setting; Children; Computer Literacy; *Disadvantaged Youth; Elementary Education; *Homeless People; *Library Services; *Planning; Reading Achievement; Reading Programs; *Urban Youth
IDENTIFIERS- *Georgia (DeKalb County); *Shelters

This guide contains suggestions for those seeking to establish library services for homeless children, help for computerizing a homeless shelter, and a discussion of the problems and rewards of establishing library services in a shelter. Steps to establishing services include: (1) clarifying the purpose of the effort; (2) doing the homework to have adequate background information; (3) developing a plan of action; and (4) keeping the focus on library services. Computerizing a homeless shelter, especially the library services, is not a simple proposition, with scarce resources and limited space almost always factors, but it is an effort definitely worth making. The "Tahoe Presentation," which is attached, is an exploration of the importance of library services to children in shelters. Books offer these children a chance to dream, and library services are one of the keys to a brighter future. Experiences with children in shelters illustrate the vital importance books can have for their emotional well-being and the importance an element of computer literacy can have for the school-age child. The DeKalb County (Georgia) Project Horizons is an example of a cooperative effort supported by the Atlanta City Schools, the Decatur city schools, and the DeKalb County Schools to ensure library services in homeless shelters. (SLD)

ED 398 338 UD 031 152

Linker, Janice; Marion, Buddy
A Study of the Effects of Options, an Alternative Educational Program, on the Personal Success of At-Risk Students: A Five

system, elections, the Presidency, and Congress. This is designed for use by undergraduate students to aid them in beginning research on various political science topics dealing with American politics and government. The majority of sources are post-1990, but exceptions were made for material deemed useful for retrospective research. Topics include: (1) "Research Aids" (2 items); (2) "Bibliographies" (5 items); (3) "Dictionaries" (6 items); (4) "General Government Information" (4 items); (5) "Retrospective" (2 items); (6) "Elections" (5 items); (7) "Statistics" (3 items); (8) "The Presidency" (6 items); (9) "Congress" (10 items); and (10) "Biography" (8 items). (Author/EH)

ED 398 135 SO 026 624

Young, Nancy I.
Presidential Candidates: Who They Are and What They Stand For. A Bibliography.
PUB DATE- May 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Government (Administrative Body); Higher Education; Libraries; Library Collections; *Political Candidates; *Politics; Presidential Campaigns (United States); *Presidents of the United States; *United States History

This annotated bibliography directs instructors and students to several sources of information about U.S. presidential candidates, both current and historical The bibliography uses resources available through the University of Rhode Island Library, but the sources given should be available through most local public and school libraries. Topics include: (1) "Information from the Candidates"; (2) "Current Information" (5 print sources); (3) "Electronic Indexes" (11 items); (4) "Biographical Information" (5 items); (5) "Biographical Information and Past Actions" (8 items); (6) "Information about Incumbents" (2 items); and (7) "History of the Presidency" (9 items). (EH)

ED 398 136 SO 026 625

Correia, Stephen T.
A Small Circle of Friends: Clarence Kingsley and Membership on the Committee of the Commission on the Reorganization of Secondary Education.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Environment; Educational Improvement; Educational Innovation; Educational Trends; *Secondary Education
IDENTIFIERS- Kingsley (Clarence Darwin)

This paper chronicles the work of The Reviewing Committee of the Commission on the Reorganization of Secondary Education (CRSE) in 1918 and of its chair, Clarence Darwin Kingsley. The report draws parallels between the report issued by the CRSE and the GOALS 2000 report on current educational reform efforts. The study shows that membership on the CRSE may be traced directly to the member's association with Clarence Kingsley. Contrary to and Cartoons"; (7) "Typography and Graphic Design"; (8) "Computers and Graphics: Wonders from the Image-Maker." A glossary, selected bibliography, credits, and index conclude the text. (MM)

ED 398 159   SO 026 856

Pica, Rae
Experiences in Movement with Music, Activities, and Theory.
PUB DATE- 95
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Dance; Elementary Education; Interdisciplinary Approach; Motor Development; *Movement Education; *Music Activities; *Physical Activities; Playground Activities

This text offers both theoretical and practical information for teaching movement to elementary students. Following an introduction to movement education theory, the content of the book is divided into four sections. Chapter 1 of part 1 outlines a rationale for movement education. Chapter 2 looks at the cognitive, affective, and motor development of young children, and how the movement program has an impact on the various ages and stages of development. Chapter 3 defines the components that should comprise an early childhood movement curriculum. Part 2 deals with the practical considerations of planning and scheduling lessons, group size, and use of space and available equipment in chapters 4 and 5. Chapter 6 offers suggestions for choosing and using music in integrated music and movement experiences. Part 3 includes chapter 7, which focuses on the teaching methods most often used in movement education, and chapter 8, which covers classroom management. Part 4 explores ways of integrating movement experiences in other curriculum areas in chapters 9 and 10, and playground activities in chapter 11. At the end of each chapter key points are highlighted, assignments are suggested, and references are provided. The text concludes with appendix 1, a position statement of the National Association for Sport and Physical Education; appendix 2, a list of sources and resources; a glossary; and an index. (MM)

ED 398 160   SO 026 870

Limpus, Bruce
Lights, Camera, Action! A Guide to Using Video Production and Instruction in the Classroom.
PUB DATE- 94
NOTE- 89p.; Illustrations by Peggy Peters.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Instruction; Broadcast Journalism; Documentaries; Editing; Educational Media; Elementary Secondary Education; *Film Production; Photographic Equipment; Popular Culture; *Production Techniques; Scripts; Sound Effects; Special Effects; Teaching Methods; Theater Arts; Videotape Recordings; Visual Arts

after school for assistance. Three primary groups of students are served by the TTR--students who are in basic education, in special education, or are at-risk. The TTR is staffed by two certified Special Services Personnel and the TTR Instructional Aide. The TTR facility has helped the school meet the diverse needs of individual students, regardless of "special" program, handicapping condition, mental or physical capability, or governmental obligation. (Three charts depict the form and functions of the TTR room.) (ND)

ED 398 181 SP 036 787

Kocek, Jan
The Effect of Year Round School on Teacher Attendance.
PUB DATE- Apr 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Elementary Education; *Employee Absenteeism; *School Schedules; *Teacher Attendance; Teacher Behavior; *Teacher Motivation; *Teaching Conditions; *Year Round Schools
IDENTIFIERS- Chicago Public Schools IL

Participants in this study of the effect of year round schools on teacher attendance included 45 elementary school teachers from a Chicago (Illinois) public school located in a predominately low socioeconomic neighborhood comprised of 98 percent Hispanic students. These teachers were part of the staff when the school was on a traditional calendar and remained on the staff when the calendar changed to year round. Payroll records were used to determine the number of days teachers were absent. Findings of the study supported earlier research that there was no significant change in teacher attendance after the change to a year round schedule. The results suggest that while many educators use improved teacher attendance as one benefit of the year round calendar, they are unaware that many research findings indicate the overall insignificance of the change in teacher attendance after the year round calendar has been implemented. Further refinement of the study by stratified sampling may indicate different results for extraneous variables such as age, gender, years of teaching, grade level or subject taught. (Contains 15 references.) (ND)

ED 398 182 SP 036 790

Adkins, Karen R.; Oakes, Phyllis B.
Inside the Kentucky Teacher Intern Program: Impressions of the Participants.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Educational Change; Elementary Secondary Education; *Internship Programs; Pilot Projects; Program Effectiveness; Teacher Attitudes; Teacher Education Programs; *Teacher Interns; *Teaching Experience
IDENTIFIERS- *Kentucky Beginning Teacher Internship Program

This document reports on a survey designed to: (1) investigate the findings of a 1988 study on the Kentucky Teacher Intern Program (KTIP); (2) find out if the KTIP still suffers from the problems identified in that study; and (3) examine the reason indirectly. The guidance situation in a supervisory situation had to be created. The main task of a supervisor was to facilitate and enrich the phase of student's reflection as close cooperation encouraged student teachers to draw on their own expertise. Individual professional growth could not be consciously designed, nor could the critical points be assessed beforehand. Professional development will start spontaneously in the student teacher when obstacles are removed. (Contains 16 references.) (CK)

ED 398 200 SP 036 811

Ojanen, Sinikka
A Process in Which Personal Pedagogical Knowledge Is Created through the Teacher Education Experience.
PUB DATE- Jun 93
NOTE- 16p.; Paper presented at the International Conference in Teacher Education (Tel-Aviv, Israel, June 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Context Effect; *Dialog Journals; Elementary Secondary Education; Followup Studies; Foreign Countries; *Group Dynamics; Higher Education; Interviews; Personal Narratives; Preservice Teacher Education; *Professional Development; *Reflective Teaching; Student Teachers; *Student Teaching; Teaching Methods
IDENTIFIERS- Finland

This study focused on the student teacher's process of becoming a teacher with emphasis on reflective development during training; the kind of development that occurred in student teachers when the reflection ability was consciously promoted; the existence of any differences in reflective ability between the different year courses (1-3) and between those who were reflective or non-reflective at the beginning of schooling; and contextual factors, such as staff collaboration, that affect development. Written and verbal responses of the student teachers were collected through personal histories, narrative inquiry, dialogue journals, and small and large group dialogue. The results of the personal and professional development of the student teachers are preliminary, and the study in question is a follow-up study. Their personal and professional development increased through several routes affected by an increase in knowledge, reflective dialogue in groups, research assignments, and the availability of role models. There was a need for using different teaching methods in order to progress through the process of integrating personal and professional knowledge. Pointing out earlier dysfunctional beliefs when the student teachers were moving toward independent study promoted change in beliefs. The way the group interview was conducted greatly affected student development. Three tables present the results of the inquiry. An appendix outlining the sequence of methods in this research is included. (Contains 13 references.) (CK)

ED 398 201 SP 036 812

Rossi, Robert; Daugherty, Shannon
What Criteria Are Used in Considering Teacher Applicants? Issue Brief.
PUB DATE- Apr 96
NOTE- 3p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; College Students; *Controversial Issues (Course Content); Data Collection; Elementary School Students; Elementary Secondary Education; *Ethical Instruction; Higher Education; *Moral Issues; *Moral Values; Questionnaires; Student Teachers; *Teacher Attitudes; *Values Education
IDENTIFIERS- California; Indiana

This paper reports the opinions about moral topics expressed by 140 elementary and secondary student teachers, 49 in Indiana and 91 in California. Teachers' judgments of the suitability of topics were collected via a questionnaire containing 20 topics in two versions. The presentation consists of: (1) a description of the opinionnaire teachers filled out; (2) the process of administering the opinionnaire; (3) a report of the teachers' responses; and (4) a summary of the results and of other applications for moral-topic opinionnaires. The first version asked about using the topics with sixth graders and the other, with university undergraduates. The topics chosen represented a diversity of moral issues found in newspapers and television broadcasts. Subject matter included crime, religion, health, functions of government, sexual behavior, business practices, intergroup conflicts, gender equality, and personal rights. Four styles were used in presenting topics in the opinionnaire: (1) problem identification and proposed solutions; (2) question not including a value judgment; (3) question or statement containing an imbedded value judgment; and (4) pros and cons of an issue. Findings indicated that teachers were more willing to include the 20 topics in a university class than in a sixth grade class, although there were marked differences in the proportion of respondents who would recommend including particular items in the curriculum, e.g., more than 90 percent of the teachers would propose studying at both levels how to resolve ethnic conflicts and how to avoid AIDS, only 4 percent would choose to identify the "best religion" at the university level, and only 9 percent would suggest studying the prostitution issue in sixth grade. The distribution of preferences among teachers in Indiana was basically the same as the distribution of preferences among teachers in California. (CK)

ED 398 220 SP 036 871

Setting the Stage: Including Children with Disabilities in Head Start. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 95
NOTE- 147p.; For other guides in the series, see SP 036 872-873.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; *Family Role; Federal Legislation; *Inclusive Schools; Inservice Teacher Education; Learning Strategies; *Normalization (Disabilities); Preschool Children; Preschool Education; Preschool Teachers; Resource Materials; *Staff Development; *Teacher Role; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This foundation guide is addressed to Head Start staff, parents, and consultants to help them develop a broader view of their they discriminate among students must be determined. The degree to which they do discriminate is the basic measure of item quality for almost all multiple-choice items. Statistics usually provided by a test scoring service provide the information needed overlapping distracters. (Contains 8 references.) (SLD) Specific suggestions are given for readjusting recorded items to develop an item pool with specific content areas that can be used to construct homogeneous tests for a unified content area. (Contains 4 references.) (SLD)

ED 398 238 TM 024 738

Frary, Robert B.
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Adapted from "Testing Memo 10: Some Multiple-choice Item Writing Do's and Don'ts," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Culture Fair Tests; *Distractors (Tests); Educational Assessment; Item Bias; Measurement Techniques; *Multiple Choice Tests; *Psychometrics; Scoring; *Statistical Analysis; Stereotypes; *Test Construction; Test Items; Test Theory
IDENTIFIERS- ERIC Digests; *Item Writing

This digest presents a list of recommendations for writing multiple-choice test items, based on psychometrics and logical deduction. Questions should ask more than mere knowledge of facts and should not contain superfluous information as an introduction to the question. Each question should focus on some specific aspect of the course, and the item stem should not provide clues to the answer. Varying the number of options is desirable, as is avoiding negative options after a negative stem. While "all of the above" options should be avoided, "none of the above" options may make an item more discriminating. Superfluous information, specific determiners, and wording from the item stem should not be included in options. Test makers should avoid: (1) typographical errors; (2) grammatical inconsistency; and (3) overlapping distractors. (Contains eight references.) (SLD)

ED 398 239 TM 024 739

Cross, Laurence H.
Grading Students. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Adapted from "Testing Memo 6: What Kinds of Grades Should Be Averaged" and "Testing Memo 11: Absolute versus Relative Grading Standards: What Does a Percentage Mean," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

lack of familiarity with the context. Reading tasks frequently begin with assessment of low-level skills and often involve word and sentence recognition tasks. In testing middle and higher-level students, true/false questions, multiple-choice items, short answer or completion questions, and ordering tasks are often used. The selection of test items and passages should reflect the context in which the student expects to use the language. (SLD)

ED 398 259 TM 025 212

Kitao, S. Kathleen; Kitao, Kenji
Testing Writing.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Difficulty Level; *English (Second Language); Essays; Foreign Countries; Grammar; Language Proficiency; *Language Tests; Language Usage; Objective Tests; *Scoring; Second Language Learning; *Test Construction; Test Content; Timed Tests; Writing Evaluation; *Writing Tests

Testing language skills is difficult, but testing writing, and the writing of students of English as a Second Language, poses two major problems. The first is making decisions about the matter of control, objectivity of the evaluation, and naturalness in the writing test. The second major problem is that, if the test is done in a way that cannot be graded objectively, it is necessary to develop a scale that makes grading as objective as possible. The ability to write involves grammatical and lexical abilities, mechanical ability, stylistic and organizational skills, and the ability to judge whether something is appropriate. Common tasks for writing tests include: (1) gap filling; (2) form completion; (3) making corrections; (4) letter writing; and (5) essay writing. Any chosen task should be evaluated for its relevance to the student's eventual use of the language. When assessing students at intermediate and advanced levels, test makers must consider the instructions, the choice of topics, the choice of tasks, and the level of difficulty and time allowed. All of these considerations must go into making a test that is appropriate for the learner, and then the test maker must attempt to ensure that marking the test, which will always be at least somewhat subjective, is as objective as possible. (SLD)

ED 398 260 TM 025 214

Kitao, S. Kathleen; Kitao, Kenji
Testing Communicative Competence.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Knowledge Level; Language Proficiency; *Language Tests; Receptive Language; *Second

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; *Factor Structure; Foreign Countries; High Schools; *High School Students; *Mathematics; *Sex Differences; Student Attitudes; *Test Anxiety; Test Items
IDENTIFIERS- *Confirmatory Factor Analysis; Israeli Arabs; *Item Parcels

The structure and the levels of test anxiety among Israeli-Arab high school students were examined using the Arabic version of I. G. Sarason's (1984) Reactions to Tests scale. The questionnaire was administered before a math examination to 226 female and 195 male students. The results of confirmatory factor analyses using eight item parcels consisting of three items each indicated that the four-factor model of Sarason fit the data best for both male and female students. Multiple group confirmatory factor analysis revealed that the number of factors, factor loading, and item residuals were invariant across gender. Latent mean analysis showed that girls reported higher test anxiety levels than boys in "worry," "tension," and "bodily symptoms," but not in "test irrelevant thinking." (Contains 1 figure, 5 tables, and 36 references.) (Author/SLD)

ED 398 279 TM 025 482

Takahashi, Tomone; Nasser, Fadia
The Impact of Using Item Parcels on ad hoc Goodness of Fit Indices in Confirmatory Factor Analysis: An Empirical Example.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Chi Square; Foreign Countries; *Goodness of Fit; Grade 10; High Schools; *High School Students; *Measurement Techniques; *Student Attitudes; *Test Anxiety
IDENTIFIERS- Ad Hoc Groups; *Confirmatory Factor Analysis; Israeli Arabs; *Item Parcels

The Arabic version of I. G. Sarason's (1984) Reactions to Tests scale was used to examine the impact of using item parcels on ad hoc goodness of fit indices in confirmatory factor analysis. Item parcels with different numbers of items and different numbers of parcels per factor were used. Analyses were conducted on a sample of 420 tenth graders from 2 similar Israeli-Arab high schools. Model fit was examined in terms of chi square, chi square to degrees of freedom ratio, the goodness-of-fit index (GFI), the comparative fit index (CFI), the Tucker-Lewis index (TLI), and the single sample expected cross-validation index (ECVI). Model fit in terms of GFI, CFI, TLI, and ECVI systematically improved when the number of items per parcel increased. The P value associated with chi square indicated the same tendency. However, the chi square to degrees of freedom ratio did not change systematically. The analyses were repeated with another sample consisting of 374 tenth graders from the same 2 high schools. Basically, the results were the same as those of the first sample. (Contains 2 figures, 6 tables, and 20 references.) (Author/SLD)

ED 398 280 TM 025 483

Fenster, Mark J.

Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Equal Education; *Homophobia; *Homosexuality; Minority Groups; Peer Acceptance; Peer Relationship; *Self Esteem; *Social Discrimination; Social Support Groups; *Student Attitudes
IDENTIFIERS- *Bisexuality

Gay, lesbian, and bisexual youth face formidable challenges, but are beginning to proclaim their worth and power and to assert their rightful places in the world. Being lesbian or gay means that a person's primary romantic, emotional, physical, and sexual attractions are with someone of the same sex. Bisexual people have these attractions to both sexes. This guide for young people includes the experiences of other gay, lesbian, and bisexual youth as a help in explaining the processes young people go through and how they can make it easier to develop. The book is divided into six parts that speak to the basic aspects of the lives of gay, lesbian, and bisexual youth: (1) "Self Discovery"; (2) "Friends and Lovers"; (3) "Family"; (4) "School"; (5) "Spirituality"; and (6) "Community." Section 4 focuses on the ways in which schools have been hostile environments for the young person of gay, lesbian, or bisexual orientation, as well as the ways some schools are beginning to change to become more accepting and supportive of gay youth. Programs that teach tolerance are being introduced and support groups are being formed. Numerous sidebars, quotes, and anecdotes offer supportive commentary to help the young gay person realize that there are millions of young people in similar situations. A list of 212 resources suggests organizations, hot lines, online services, and publications that can help. (SLD)

ED 398 298 UD 031 105

Mehan, Hugh; And Others
Constructing School Success. The Consequences of Untracking Low-Achieving Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Winona State Univ., MN.
PUB DATE- 96
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Academic Achievement; *Access to Education; Cooperative Learning; Educational History; Elementary Secondary Education; *Equal Education; Low Achievement; Program Evaluation; *Teacher Expectations of Students; *Track System (Education)
IDENTIFIERS- *AVID Program; *San Diego Unified School District CA; Scaffolding

Historically, educators in the United States have responded to differences among individuals and groups by separating students and altering the content of the curriculum to which they are exposed. Since the 1920s, most high schools have offered a tracked curriculum, and tracking starts as early as elementary school. Research and public commentary have shown that tracking is neither functional nor democratic. Although it has been justified as sorting students on the basis of achievement, it has carried a racial, ethnic, and social bias from its inception. Recognizing the inequalities in tracking, educators have begun exploring alternatives. The Advancement via Individual Determination (AVID) program of the San Diego (California) public schools is an example of an approach to

This report summarizes the current status and trends in nonmarital childbearing in the United States, and presents a series of supplemental papers by experts from social science disciplines. "Nonmarital Childbearing in the United States" (Kristin A. Moore) introduces the topic, indicating that nearly a third of all births in the country occurred outside of marriage in 1993. However, Americans are not having more babies; they are having fewer marriages. "The Demography of Out-of-Wedlock Childbearing" (Stephanie J. Ventura, Christine A. Bachrach, Laura Hill, Kelleen Kaye, Pamela Holcomb, and Elisa Koff) provides the statistics that support the discussion. The following expert papers provide commentary on aspects of the situation: (1) "The Retreat from Marriage and the Rise in Nonmarital Fertility" (Daniel T. Lichter); (2) "Family Structure and Nonmarital Fertility: Perspectives from Ethnographic Research" (Linda M. Burton); (3) "The Effect of the Welfare System on Nonmarital Childbearing" (Robert A. Moffitt); (4) "How Nonmarital Childbearing Is Affected by Neighborhoods, Marital Opportunities and Labor-Market Conditions" (Greg J. Duncan); (5) "Access to and Utilization of Preventative Services: Implications for Nonmarital Childbearing" (Martha R. Burt); (6) "Attitudes, Values, and Norms Related to Nonmarital Fertility" (Arland Thornton); (7) "Risk Factors for Adolescent Nonmarital Childbearing" (Brent C. Miller); (8) "The Consequences of Nonmarital Childbearing for Women, Children, and Society" (Sara S. McLanahan); and (9) "Strategies To Reduce Nonmarital Childbearing" (Theodora Ooms). Appendixes present data tables and tables of fertility ratios. (Contains 68 figures, 58 references, 28 appendix tables, 4 tables, and 1 chart in the expert papers.) (SLD)

ED 398 318 UD 031 129

Hahn, Andrew
Inside Youth Programs: A Paper on the Limitations of Research.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Demonstration Programs; *Disadvantaged Youth; Pilot Projects; *Program Evaluation; Research Methodology; *Research Needs; Research Problems; *Social Science Research; *Urban Youth; *Youth Programs
IDENTIFIERS- *Second Chance Programs

This paper explores how youth programs, particularly programs that try to prepare young people for the world of work and higher education, are organized and implemented in the field. It is argued that, in many cases, the needs of program practitioners are overlooked by the research community. The focus is on the field of "second-chance" youth programs that promote the self-sufficiency of disadvantaged groups of adolescents. Although there have been some significant exceptions, few of the lessons learned in the demonstration and pilot programs of the past decade seem to have had widespread impact. Most research on youth programs has involved tests of formal models of program design and the search for impacts in the postprogram period. A better approach would be more site-specific studies to develop appropriate theories and models of intervention. Applying an integrative theory to youth programs provides a framework that considers the design of the service delivery system, the targeting challenge, the development of a

Year Study.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Discipline; *High Risk Students; Legal Problems; *Nontraditional Education; Outcomes of Education; *Productivity; Program Evaluation; Secondary Education; Student Characteristics
IDENTIFIERS- *Alleghany County School District NC

The purpose of this study was to determine the effectiveness of successful participation in the Options Alternative Educational Program (Options) of the Alleghany County Public Schools (North Carolina) on future success and productivity. Successful participation of a group was determined by the group's meeting a 65% standard in each of the following predictors while in the program: (1) reduced truancy; (2) decreased court involvement; (3) improved academic achievement; and (4) improved school discipline. Future success and productivity of the group was determined by meeting a 65% standard in the following correlational criteria, as of March 1995: absences not to exceed three more than the previous year, no court involvement, receiving credit in at least five of eight courses, and no school suspensions or expulsions. It was concluded that successful participation in Options was effective in predicting future success and productivity. Four appendixes present the success and productivity data for each group. (Contains 15 tables and 24 references.) (Author/SLD)

ED 398 339 UD 031 255

Wattenberg, Esther, Ed.; Pearson, Yvonne, Ed.
Defining Excellence for School-Linked Services. Summary of Proceedings from a Conference (Minneapolis, Minnesota, September 14, 1995).
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; Minnesota State Dept. of Human Services, St. Paul.; Minnesota Univ., Minneapolis.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Ancillary School Services; *Cooperative Programs; Elementary Secondary Education; *Family Programs; *Integrated Services; Parent Education; Program Evaluation; School Community Relationship; *School Readiness
IDENTIFIERS- *School Based Services

For more than a decade there has been great interest in educational circles about school-linked services ways by which children can receive the full range of social services they need to enter their classrooms ready to learn and parents can get the help they need to support their children's development. This publication presents summaries of the proceedings from a day-long conference on school-linked services. The following presentations are summarized: (1) "Welcoming Remarks" (Esther Wattenberg); (2) "Anchoring School-Linked Services in Sobering Realities: A Glance at the Past and a Searching Stare at the Present" (Paula Allen Meares); (3) "Response from School Social Workers: A Minnesota Perspective" (Sharon MacDonald); (4) "A Prize-Winning Innovation: FAST (Family and Schools Together)" (Lynn McDonald); (5) "Two Local Programs of Excellence: Project

Kingsley's attempt to portray CRSE membership as reflecting the input of a wide variety of people, in reality the CRSE membership was chosen carefully to suit Kingsley. All were of a like mind concerning the need for the reformation of secondary education and had been involved in educational reform at state and local levels before their appointment to this national committee. (EH)

ED 398 137 SO 026 626

Gamble, Lynda M.
A Selected Bibliography of the Rhode Island Collection in the Langworthy Public Library, Hope Valley, Rhode Island.
PUB DATE- May 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Community Study; Heritage Education; *Local History; Social History; *State History
IDENTIFIERS- *Rhode Island

This select annotated bibliography is designed to assist patrons of the Langworthy Public Library (Hope Valley, Rhode Island), which has a varied collection of books and materials on Rhode Island history. Specifically featured is the area of Chariho (Charlestown, Richmond and Hopkinton). Some items concerning nearby Exeter and West Greenwich have been included. Materials are listed by location in the collection: circulating, reference, and archives. The bibliography is not comprehensive but rather a sample of what the library has to offer. Exact spelling and punctuation, as well as call numbers of older materials, have been used. (EH)

IDENTIFIERS- *Story Boards

This instructional guide offers practical ideas for incorporating video production in the classroom. Aspects of video production are presented sequentially. Strategies and suggestions are given for using video production to reinforce traditional subject content and provide interdisciplinary connections. The book is organized in two parts. After the Introduction, part 1: "Organizing and Producing the Video Project," looks at Equipment, Pre-production Planning, Getting Started, Sound Effects, and Special Effects. Part 2: "Video Projects," includes: "First Video Projects"; "The Television Commercial"; "Producing the Drama"; "The Soap Opera"; "The Documentary"; "The Television News"; "The Music Video"; "Video Vignettes"; "The Mini-Teach"; "Community Service"; and "Kindergarten Video." Appendices give a glossary of helpful terms, story board examples, and a reproducible blank story board. (MM)

ED 398 161 SO 026 871

Arts Education: A Bibliography for Grade 9.
PUB DATE- Sep 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art Education; Audiovisual Aids; Canada Natives; *Dance Education; Foreign Countries; Grade 9; High Schools; Human Resources; Instructional Materials; Interdisciplinary Approach; Musical Composition; *Music Education; Resource Materials; *Theater Arts; Visual Arts
IDENTIFIERS- *Canada

This bibliography, organized in six sections, provides a comprehensive overview of Canadian arts education resources for use with 9th grade students. (1) "Titles and Descriptions" provides information, sources, annotations, and suggested subject use for alphabetically arranged items. (2) "Community Resources/Magazines" lists community organizations, periodicals, and art galleries of interest to arts education students or teachers. Included in this section is a list of Aboriginal organizations whose elders may be available for participation or consultation. (3) "Author Index" is a list of titles arranged alphabetically by the author's surname. (4) "Strand Index" and (5) "Media Index" list titles alphabetically under each media designation. (6) "Distributor Directory" includes full names and addresses of companies along with telephone numbers, FAX numbers, and toll-free telephone numbers. (MM)

the program has been changed and a new pilot program initiated. The study data indicated that the KTIP does not still suffer from the ills listed in 1988. While in 1988 a major concern was that many resource teachers assigned were not within the intern's school, 73 percent of the 15 respondents in the current study had resource teachers within their school. However, the majority of the respondents felt there were topics missing from their education and did not consider themselves well prepared; only one of the 15 expressed complete satisfaction with the program. The majority of the interns rated the resource teacher, feedback, and time spent with them as the most helpful part of the KTIP. The new pilot program has the same basic structure and timeline as the earlier program, but, based on the student findings that the observation instrument was no longer applicable to their classes and experience, the observation instrument has been changed in the pilot program and the student portfolio aligned with these standards. The survey instrument and data and lists of interns' comments are appended. (ND)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Qualifications; *Evaluation Criteria; Public Schools; *Teacher Qualifications; *Teacher Selection
IDENTIFIERS- *Indicators; Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics in 1987-88 and again in 1990-91, provided public school districts with a list of eight specific criteria that might be used in considering applicants for teaching positions. This issue brief looks at the criteria school districts reported requiring to screen teacher applicants. The findings showed: When considering applicants, public school districts required certification and educational credentials more frequently than passage of basic skills or subject knowledge tests in the teacher hiring process. Percentages of public school districts requiring passage of state and national subject knowledge of basic skills tests increased from 1987-88 to 1990-91. Public school districts required state tests of basic skills more frequently than other district, state, and national tests. In 1990-91, public school districts in different regions of the country reported different requirements for teacher candidates. These data show that nontest indicators of teacher quality, such as certification, played a more important role in the teacher hiring process in public school districts than did test indicators. However, while the use of nontest indicators remained fairly constant, the use of test indicators increased. (ND)

roles and to support the program's efforts to include children with disabilities in the various worlds around them. The guide includes the following sections: (1) "Module 1: There's Room for All of Us," which helps participants identify ways in which their own perceptions and experiences influence how they interact with children with disabilities and their families; (2) "Module 2: Communication Counts," which helps participants identify and practice ways of communicating about disabilities that foster a sense of belonging in children with disabilities and their families; (3) "Module 3: Making It Work!" which helps participants identify how the principles underlying the laws and regulations that protect the rights of individuals with disabilities apply to everyday practice; (4) "Continuing Professional Development," which offers strategies that supervisors can use to help staff apply new skills and extend their learning; and (5) "Resources," which lists print and audiovisual materials and resources that staff can use to learn more about the key issues presented in the guide. (CK)

Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Grades (Scholastic); *Grading; Scores; *Scoring; *Student Evaluation
IDENTIFIERS- Composite Scores; *Standardized Scores; T Values; Variability; *Z Scores

Third Digest addresses several aspects of assigning grades, beginning with a discussion of the variability of test scores, and reviewing the use of standardized scores, ideas on assigning letter grades, and recommendations for grading. An important characteristic of grades as initially recorded, the variability of the scores of each test or assignment, is seldom questioned. The best approach to dealing with variability is to record and average standardized test scores. To calculate standardized scores, it is necessary to know the standard deviation of the scores prior to standardization. Deriving the standard score, commonly called a z-score, is explained, as is transforming z-scores into T-scores for convenient calculation. If T-scores are computed for every test, averaging them will provide a composite score from which the influence of the variability of the scores has been eliminated. The distribution of T-scores should be inspected in assigning letter grades, but the assignment across a range of average scores is essentially an arbitrary matter of professional judgement. Some specific recommendations are made for passing scores and grading. (Contains 5 references.) (SLD)

Language Learning; *Test Construction

Although testing language has traditionally taken the form of testing knowledge about language, the idea of testing communicative competence is becoming recognized as being of great importance in second language learning. Communicative language tests are intended to be a measure of how the testees are able to use language in real life situations. Communicative testing must consider both receptive and productive skills. Such tests are often very context-specific, as is appropriate. The assumption that the test should represent the context in which the student will use the language influences tasks chosen to test communicative competence. Speaking and listening tasks that are commonly used in testing communication skills are those that require completion of an information gap, role play, reading and writing tests, letter writing tests, summarizing tasks, and note taking tests. Communicative language tests must make an effort to test language in a way that reflects its use in real communication. (SLD)

An Assessment of "Middle" Stakes Educational Accountability: The Case of Kentucky.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; *Achievement Gains; Educational Assessment; Educational Change; Elementary Secondary Education; Equal Education; *Incentives; Political Influences; State Legislation; State Programs; *Test Construction; *Testing Problems; Testing Programs; Test Use
IDENTIFIERS- *Kentucky Education Reform Act 1990; Kentucky Instructional Results Information System; *Reform Efforts

In 1990 the Kentucky state legislature passed the Kentucky Education Reform Act (KERA), which mandated a total overhaul of the state's kindergarten through grade 12 public school system and was designed to result in equitable education for all students. Accountability components of the KERA include financial incentives for staff in schools where student gains are exemplary and the use of sanctions to cause staff in ineffective schools to boost student achievement gains to an acceptable level. These features are operationalized through the Kentucky Instructional Results Information System (KIRIS). KIRIS had to comply with the legislative mandates and had to produce assessments that would be technically defensible and politically credible for "middle" stakes, rather than high- or low-stakes assessment. The state's reform efforts provide an opportunity to examine systemic reform in assessment and accountability. This description of assessment development and implementation demonstrates that the KERA has had classroom impact. Change has been forced in many areas because the incentive and sanction provisions have made KERA and KIRIS impossible to ignore. Now the state's problem is to move on to a reform effort that can fine tune itself without the external shocks that came with KERA implementation. In the current political climate, the system sustained on rewards and sanctions may not last until its supposed end date in 2012. (Contains 2 figures, 3 tables, and 20 references.) (SLD)

untracking previously low-achieving students into the same college preparatory program as high-achieving students. AVID employs many principles of cooperative learning in its "writing, inquiry, and collaboration" approach to curriculum and instruction. How well AVID has worked and why it works are examined through, among other factors, examination of the college enrollment of AVID students. Results of the AVID evaluation suggest that educators should consider the importance of providing substantial social scaffolding to students when elevating their curricula and that they use students' knowledge and expertise for classroom instruction until there is a major revamping of our cultural, political, and economic systems. (Contains 7 tables, 13 figures, and 205 references.) (SLD)

ED 398 299   UD 031 106

Todd, Roy
Education in a Multicultural Society. Issues in Education Series.
PUB DATE- 91
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; Cultural Awareness; *Cultural Pluralism; *Educational Policy; Ethnic Groups; Foreign Countries; Immigrants; Legislation; *Multicultural Education; *Policy Formation; Racial Differences; Racial Discrimination; *Social Change
IDENTIFIERS- *England

This book explores the policies, debates, and controversies that have emerged as British education has developed in response to the ethnic diversity and multicultural nature of contemporary society. The three major dimensions of educational concern in the face of the social change resulting from increased diversity are the rapidity of the change, the breadth of new educational policy, and the intense nature of the debates and episodes in its evolution. Chapter 1 provides an overview of the development of cultural and ethnic diversity in Britain. Chapter 2 outlines the development of educational responses, including ideological responses, central and local government policy development, and the implications of these policies for the school curriculum. Racism in society and the schools is addressed in chapter 3, with a discussion of teaching about race and race relations. Chapter 4 summarizes four of the major episodes of conflict concerned with multicultural education in the 1980s, and the final chapter raises questions about the effects on schools and the possibilities of continued progress in education for cultural diversity under the Education Reform Act and the British National Curriculum. (Contains 2 figures, 8 tables, and 117 references.) (SLD) service concept, and a focused operating system. Looking at these aspects, as examples from several urban programs illustrate, will help eliminate approaches that rely on fads and will lead to research that is sensitive to the local implementation of a plan. (Contains two figures.) (SLD)

ED 398 319 UD 031 130

Sommers, Meredith
"Central American Children Speak: Our Lives and Our Dreams." Study Guide to the Video with Stories and Background Information for Educators.
PUB DATE- 93
NOTE- 30p.; Accompanies a video not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; *Cultural Awareness; Cultural Differences; Developing Nations; Elementary Education; Foreign Countries; Living Standards; *Poverty; *Social Studies; *Videotape Recordings
IDENTIFIERS- *Central America; Guatemala; Nicaragua

The videotape "Central American Children Speak: Our Lives and Dreams" begins and ends in a U.S. classroom where students are studying Central America. The video, which was designed to help children gain a basic understanding of one another, follows seven Central American children through a typical day of school, work, and play. Their stories provide a glimpse into the lives of the poor, who form a majority in Guatemala and Nicaragua. The study guide was developed for use in a variety of grades and classroom situations. It also provides suggestions for preparatory activities, including vocabulary building, map exercises, and ways to discuss cultural stereotypes. Ten exercises are presented for use after students see the video, and activities are outlined that involve games and sports, weaving and designs, painting murals, and music. The detailed stories of the children in the video are presented, and a timeline of the region's history, maps of Nicaragua and Guatemala, the United Nations statement on Rights of the Child, and a list of 18 recommended resources are attached. (SLD)

ED 398 320 UD 031 131

Trotter, Jennie C.
How To Get Anger Out. Classroom Exercises for Positive Anger Release.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; *Anger; Catharsis; *Children; *Classroom Techniques; Communication (Thought Transfer); *Coping; Elementary Education; *Emotional Problems; Teaching Methods

Angry children need to learn positive expressions of anger, and adults need to accept the angry feelings while teaching children proper ways to express feelings. This guide for classroom use explains that there are good and bad ways to express anger. How students can communicate when angry is explored. It is important to remind students that they are in

Kofi" (Rudolph J. Rosseau III); (6) "Two Local Programs of Excellence: Aquila Community Together (ACT)" (Judy Halper); (7) "Panelists Address the Hard-Headed Questions. What Works?" (8) "Confronting the Problems: School-Linked Services Re-Examined" (Heather Weiss); and (9) "Constructive Critics: Provocative Questions." References follow the summaries, and a 31-item bibliography is attached. (SLD)

ED 398 340 UD 031 256

Ochoa, Alberto M.; Jerjis, Raad
School Structures, School Size and Equal Opportunity: Teacher Placement Policy and the Need for Community Resistance.
PUB DATE- Apr 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Beginning Teachers; Cultural Pluralism; Educational Policy; Elementary Education; *Equal Education; Faculty Mobility; Low Income Groups; *School Size; Special Needs Students; Teacher Attitudes; Teacher Characteristics; *Teacher Transfer; *Teaching Experience; *Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

Teachers in urban schools, on gaining seniority, frequently leave these culturally diverse and complex schools, only to be replaced by new teachers who are less prepared. This exploratory study examined the staffing patterns of elementary schools from 1991-1992 to 1993-1994 in the San Diego City School District (California), focusing on the policy that allows a teacher to change his or her school assignment after 3 years. Eighty elementary schools in a middle to high income area were compared with 74 schools in a low income area. Only about 10% of the schools did not fit the assumed income generalization. The comparison examined school size, achievement trends, characteristics of the recently hired school staff for 1991 to 1994, and school district teacher placement practices. The study documents that the most complex schools with regard to academic attainment and special populations of students (Chapter 1, homeless, migrant, and recent immigrants) have the least experienced teachers, suffer from low teacher morale, and have a curriculum that is less demanding academically. Many low-income schools have literally replaced their total teaching staff over a 3-year period. This policy creates a condition of unequal educational opportunity for students who need the most committed and able teachers. (Contains seven references.) (SLD)

ED 398 341 UD 031 257

Bilchik, Shay
Matrix of Community-Based Initiatives: Program Summary. Updated.
PUB DATE- Sep 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Community Programs; *Delinquency; *Economic Development; Federal Programs; Government Role;

Aadland, Hope, Ed.

North Dakota Wetlands Discovery Guide.
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Abbott, Marti

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Language in a Changing World. Occasional Paper Number 13.	89p.	L2	ED 397 693

70p. L1 ED 397 317

Mississippi Curriculum Framework for Computer Discovery (8th Grade). CIP: 00.0252.
45p. L1 ED 397 342

Mississippi Curriculum Framework for Computer Information Systems Technology. Computer Information Systems Technology (Program CIP: 52.1201--Management Information Systems & Business Data). Computer Programming (Program CIP: 52.1201). Network Support (Program CIP: 52.1290--Computer Network Support Technology). Postsecondary Programs.
87p. L1 ED 397 343

Mississippi Curriculum Framework for Dental Assisting Technology Programs (Program CIP: 51.0601--Dental Assistant). Postsecondary Programs.
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Mississippi Curriculum Framework for Dental Hygiene Technology (Program CIP: 51.0602--Dental Hygienist). Postsecondary Education.
79p. L1 ED 397 288

Mississippi Curriculum Framework for Diesel Equipment Repair & Service (Program CIP: 47.0605--Diesel Engine Mechanic & Repairer). Secondary Programs.
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CE071976	ED397223
CE071977	ED397224
CE071979	ED397225
CE071980	ED397226
CE071981	ED397227
CE071982	ED397228
CE071983	ED397229
CE071990	ED397230
CE071991	ED397231
CE071992	ED397232
CE071993	ED397233
CE071994	ED397234
CE072011	ED397235
CE072013	ED397236
CE072014	ED397237
CE072015	ED397238
CE072016	ED397239
CE072020	ED397240
CE072034	ED397241
CE072037	ED397242
CE072041	ED397243
CE072043	ED397244
CE072047	ED397245
CE072048	ED397246
CE072051	ED397247
CE072055	ED397248
CE072057	ED397249
CE072064	ED397250
CE072076	ED397251
CE072077	ED397252
CE072079	ED397253
CE072080	ED397254
CE072081	ED397255
CE072082	ED397256
CE072083	ED397257
CE072084	ED397258
CE072092	ED397259
CE072094	ED397260
CE072095	ED397261
CE072096	ED397262
CE072098	ED397263
CE072099	ED397264
CE072101	ED397265
CE072105	ED397266
CE072106	ED397267
CE072109	ED397268
CE072110	ED397269
CE072113	ED397270
CE072114	ED397271
CE072121	ED397272
CE072127	ED397273
CE072128	ED397274
CE072129	ED397275//
CE072130	ED397276//
CE072162	ED397277
CE072163	ED397278
CE072164	ED397279
CE072165	ED397280
CE072166	ED397281
CE072167	ED397282
CE072168	ED397283
CE072169	ED397284
CE072170	ED397285
CE072171	ED397286
CE072172	ED397287
CE072173	ED397288
CE072174	ED397289
CE072175	ED397290
CE072176	ED397291
CE072177	ED397292
CE072178	ED397293
CE072179	ED397294
CE072180	ED397295
CE072181	ED397296
CE072182	ED397297
CE072183	ED397298
CE072184	ED397299
CE072185	ED397300
CE072186	ED397301
CE072187	ED397302
CE072188	ED397303
CE072189	ED397304
CE072190	ED397305
CE072191	ED397306
CE072192	ED397307
CE072193	ED397308
CE072194	ED397309
CE072195	ED397310
CE072196	ED397311
CE072197	ED397312
CE072198	ED397313
CE072199	ED397314
CE072200	ED397315
CE072201	ED397316
CE072202	ED397317
CE072203	ED397318
CE072204	ED397319
CE072205	ED397320
CE072206	ED397321
CE072207	ED397322
CE072208	ED397323
CE072209	ED397324
CE072210	ED397325
CE072211	ED397326
CE072212	ED397327
CE072213	ED397328
CE072214	ED397329
CE072215	ED397330
CE072216	ED397331
CE072217	ED397332
CE072218	ED397333
CE072219	ED397334
CE072220	ED397335
CE072221	ED397336
CE072222	ED397337
CE072223	ED397338
CE072224	ED397339
CE072225	ED397340
CE072226	ED397341
CE072227	ED397342
CE072228	ED397343
CE072229	ED397344
CE072230	ED397345
CE072231	ED397346

RC - Rural Education and Small Schools (continue)

RC020622	ED398004
RC020634	ED398005
RC020636	ED398006
RC020648	ED398007
RC020656	ED398008
RC020658	ED398009
RC020663	ED398010
RC020664	ED398011
RC020666	ED398012
RC020667	ED398013
RC020668	ED398014//
RC020669	ED398015//
RC020671	ED398016
RC020672	ED398017//
RC020673	ED398018
RC020675	ED398019//
RC020676	ED398020
RC020677	ED398021
RC020678	ED398022
RC020679	ED398023
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RC020681	ED398025
RC020682	ED398026
RC020683	ED398027
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RC020685	ED398029
RC020686	ED398030
RC020687	ED398031
RC020688	ED398032
RC020689	ED398033
RC020690	ED398034
RC020691	ED398035
RC020692	ED398036
RC020693	ED398037
RC020696	ED398038//
RC020706	ED398039
RC020708	ED398040
RC020709	ED398041//
RC020822	ED398042
RC020823	ED398043
RC020824	ED398044

SE - Science, Mathematics, ans Environmental Education

SE056427	ED398045
SE056841	ED398046
SE056983	ED398047
SE057038	ED398048//
SE057548	ED398049
SE057872	ED398050//
SE057919	ED398051
SE057988	ED398052
SE058317	ED398053
SE058389	ED398054
SE058394	ED398055
SE058395	ED398056
SE058402	ED398057
SE058454	ED398058
SE058611	ED398059
SE058617	ED398060
SE058621	ED398061
SE058653	ED398062
SE058657	ED398063
SE058662	ED398064
SE058717	ED398065//
SE058721	ED398066
SE058722	ED398067
SE058723	ED398068
SE058730	ED398069
SE058744	ED398070//
SE058746	ED398071
SE058758	ED398072
SE058760	ED398073//
SE058772	ED398074//
SE058782	ED398075
SE058792	ED398076//
SE058793	ED398077//
SE058797	ED398078
SE058799	ED398079
SE058807	ED398080
SE058808	ED398081
SE058809	ED398082
SE058819	ED398083
SE058823	ED398084
SE058834	ED398085

SO - Social Studies/Social Science Education

SO024571	ED398086//
SO024573	ED398087//
SO025586	ED398088
SO026073	ED398089//
SO026236	ED398090
SO026308	ED398091
SO026309	ED398092
SO026310	ED398093
SO026311	ED398094
SO026312	ED398095
SO026313	ED398096//
SO026314	ED398097
SO026321	ED398098//
SO026325	ED398099//
SO026326	ED398100//
SO026329	ED398101
SO026330	ED398102
SO026331	ED398103
SO026332	ED398104
SO026333	ED398105
SO026334	ED398106
SO026335	ED398107
SO026356	ED398108
SO026376	ED398109
SO026380	ED398110
SO026382	ED398111
SO026385	ED398112
SO026386	ED398113
SO026390	ED398114
SO026391	ED398115
SO026392	ED398116
SO026393	ED398117
SO026394	ED398118
SO026576	ED398119//
SO026577	ED398120
SO026578	ED398121
SO026579	ED398122
SO026580	ED398123
SO026581	ED398124
SO026582	ED398125
SO026584	ED398126
SO026585	ED398127
SO026587	ED398128
SO026588	ED398129
SO026589	ED398130
SO026595	ED398131
SO026620	ED398132
SO026621	ED398133
SO026623	ED398134
SO026624	ED398135
SO026625	ED398136
SO026626	ED398137
SO026659	ED398138
SO026695	ED398139
SO026721	ED398140
SO026723	ED398141
SO026726	ED398142
SO026735	ED398143
SO026762	ED398144
SO026763	ED398145
SO026778	ED398146
SO026779	ED398147
SO026780	ED398148
SO026781	ED398149
SO026822	ED398150//
SO026823	ED398151//
SO026824	ED398152//
SO026825	ED398153
SO026851	ED398154//
SO026852	ED398155//
SO026853	ED398156//
SO026854	ED398157//
SO026855	ED398158//
SO026856	ED398159//
SO026870	ED398160
SO026871	ED398161
SO026872	ED398162
SO026873	ED398163
SO026874	ED398164
SO026875	ED398165
SO026877	ED398166//
SO026878	ED398167
SO026880	ED398168
SO026883	ED398169
SO026884	ED398170
SO026885	ED398171//

CG - Counseling and Student Services

CG027002	ED397347
CG027118	ED397348
CG027153	ED397349
CG027159	ED397350
CG027163	ED397351
CG027167	ED397352
CG027207	ED397353
CG027208	ED397354
CG027209	ED397355//
CG027210	ED397356
CG027212	ED397357
CG027213	ED397358
CG027214	ED397359
CG027215	ED397360
CG027217	ED397361
CG027218	ED397362
CG027219	ED397363
CG027220	ED397364
CG027221	ED397365
CG027222	ED397366
CG027224	ED397367
CG027225	ED397368
CG027226	ED397369
CG027227	ED397370
CG027228	ED397371
CG027233	ED397372
CG027234	ED397373
CG027235	ED397374
CG027236	ED397375
CG027238	ED397376
CG027240	ED397377
CG027241	ED397378
CG027242	ED397379
CG027245	ED397380
CG027246	ED397381
CG027248	ED397382
CG027253	ED397383
CG027256	ED397384
CG027260	ED397385
CG027262	ED397386

CS - Reading, English, and Communication

CS012501	ED397387
CS012503	ED397388//
CS012506	ED397389//
CS012507	ED397390//
CS012518	ED397391
CS012520	ED397392//
CS012533	ED397393
CS012535	ED397394
CS012536	ED397395
CS012538	ED397396
CS012539	ED397397
CS012542	ED397398
CS012543	ED397399
CS012544	ED397400
CS012558	ED397401
CS215311	ED397402
CS215312	ED397403
CS215314	ED397404
CS215315	ED397405
CS215316	ED397406
CS215317	ED397407
CS215323	ED397408
CS215325	ED397409
CS215330	ED397410
CS215331	ED397411
CS215332	ED397412
CS215338	ED397413
CS215339	ED397414
CS215343	ED397415
CS215344	ED397416
CS215345	ED397417
CS215348	ED397418
CS215352	ED397419
CS215360	ED397420
CS215361	ED397421
CS215362	ED397422
CS215363	ED397423
CS215365	ED397424
CS215366	ED397425
CS215384	ED397426
CS215386	ED397427
CS215391	ED397428
CS215395	ED397429
CS215397	ED397430
CS215398	ED397431
CS215401	ED397432
CS215402	ED397433
CS215403	ED397434
CS215404	ED397435
CS215405	ED397436
CS215406	ED397437
CS215407	ED397438
CS215408	ED397439
CS215409	ED397440
CS215414	ED397441
CS215415	ED397442
CS215416	ED397443
CS215417	ED397444
CS215418	ED397445
CS215420	ED397446//
CS215423	ED397447
CS215424	ED397448
CS215430	ED397449
CS215432	ED397450
CS215433	ED397451
CS215434	ED397452
CS215435	ED397453
CS509270	ED397454
CS509287	ED397455//
CS509288	ED397456//
CS509292	ED397457
CS509293	ED397458
CS509299	ED397459//
CS509302	ED397460
CS509303	ED397461

SP - Teaching and Teaching Education

SP036444	ED398172
SP036760	ED398173
SP036775	ED398174
SP036776	ED398175
SP036777	ED398176
SP036778	ED398177
SP036779	ED398178
SP036781	ED398179
SP036782	ED398180
SP036787	ED398181
SP036790	ED398182
SP036792	ED398183//
SP036793	ED398184
SP036794	ED398185
SP036795	ED398186
SP036796	ED398187
SP036799	ED398188
SP036800	ED398189
SP036801	ED398190
SP036802	ED398191
SP036803	ED398192
SP036804	ED398193
SP036805	ED398194
SP036806	ED398195
SP036807	ED398196
SP036808	ED398197
SP036809	ED398198
SP036810	ED398199
SP036811	ED398200
SP036812	ED398201
SP036813	ED398202
SP036814	ED398203
SP036816	ED398204
SP036827	ED398205
SP036831	ED398206
SP036832	ED398207
SP036833	ED398208//
SP036834	ED398209//
SP036836	ED398210
SP036837	ED398211
SP036841	ED398212
SP036842	ED398213
SP036855	ED398214
SP036857	ED398215
SP036858	ED398216
SP036862	ED398217
SP036864	ED398218
SP036865	ED398219
SP036871	ED398220
SP036872	ED398221
SP036873	ED398222
SP036874	ED398223
SP036875	ED398224
SP036876	ED398225
SP036877	ED398226
SP036879	ED398227
SP036880	ED398228//
SP036881	ED398229
SP036882	ED398230
SP036884	ED398231
SP036885	ED398232//
SP036886	ED398233
SP036887	ED398234

TM - Assessment and Evaluation

TM022880	ED398235
TM024736	ED398236
TM024737	ED398237
TM024738	ED398238
TM024739	ED398239
TM024740	ED398240
TM024741	ED398241
TM025155	ED398242
TM025156	ED398243
TM025159	ED398244
TM025169	ED398245
TM025172	ED398246
TM025187	ED398247
TM025188	ED398248
TM025193	ED398249
TM025197	ED398250
TM025198	ED398251
TM025201	ED398252
TM025202	ED398253
TM025207	ED398254
TM025208	ED398255
TM025209	ED398256
TM025210	ED398257
TM025211	ED398258
TM025212	ED398259
TM025214	ED398260
TM025215	ED398261
TM025216	ED398262
TM025327	ED398263
TM025348	ED398264
TM025350	ED398265
TM025375	ED398266
TM025393	ED398267
TM025396	ED398268
TM025398	ED398269
TM025400	ED398270
TM025403	ED398271
TM025408	ED398272
TM025466	ED398273
TM025468	ED398274
TM025469	ED398275
TM025472	ED398276
TM025479	ED398277
TM025481	ED398278
TM025482	ED398279
TM025483	ED398280
TM025486	ED398281
TM025489	ED398282
TM025496	ED398283
TM025628	ED398284
TM025631	ED398285
TM025956	ED398286//
TM026032	ED398287
TM026033	ED398288
TM026034	ED398289

EA - Educational Management

EA026853	ED397462
EA027572	ED397463
EA027599	ED397464//
EA027628	ED397465
EA027634	ED397466
EA027649	ED397467
EA027687	ED397468
EA027688	ED397469
EA027690	ED397470
EA027691	ED397471
EA027694	ED397472
EA027696	ED397473
EA027703	ED397474
EA027709	ED397475
EA027711	ED397476
EA027712	ED397477
EA027713	ED397478
EA027714	ED397479
EA027715	ED397480
EA027716	ED397481
EA027717	ED397482
EA027718	ED397483
EA027719	ED397484
EA027720	ED397485
EA027721	ED397486
EA027722	ED397487
EA027723	ED397488
EA027724	ED397489
EA027725	ED397490
EA027726	ED397491
EA027727	ED397492
EA027728	ED397493
EA027729	ED397494//
EA027730	ED397495
EA027731	ED397496
EA027732	ED397497
EA027733	ED397498
EA027735	ED397499//
EA027736	ED397500
EA027737	ED397501
EA027738	ED397502
EA027739	ED397503//
EA027740	ED397504//
EA027741	ED397505
EA027742	ED397506
EA027743	ED397507
EA027746	ED397508
EA027747	ED397509//
EA027749	ED397510
EA027756	ED397511
EA027759	ED397512
EA027760	ED397513
EA027761	ED397514
EA027763	ED397515
EA027764	ED397516
EA027765	ED397517//
EA027768	ED397518
EA027769	ED397519//
EA027776	ED397520//
EA027777	ED397521
EA027778	ED397522
EA027780	ED397523
EA027784	ED397524
EA027799	ED397525
EA027800	ED397526
EA027801	ED397527
EA027802	ED397528
EA027803	ED397529
EA027926	ED397530
EA027927	ED397531
EA027928	ED397532
EA027929	ED397533
EA027930	ED397534
EA027931	ED397535
EA027932	ED397536
EA027933	ED397537
EA027934	ED397538
EA027935	ED397539
EA027936	ED397540
EA027937	ED397541
EA027938	ED397542
EA027939	ED397543
EA027940	ED397544
EA027941	ED397545
EA027942	ED397546
EA027943	ED397547
EA027944	ED397548
EA027945	ED397549
EA027946	ED397550
EA027947	ED397551
EA027948	ED397552
EA027949	ED397553
EA027950	ED397554
EA027951	ED397555
EA027952	ED397556
EA027953	ED397557
EA027954	ED397558
EA027955	ED397559
EA027956	ED397560
EA027957	ED397561
EA027958	ED397562
EA027959	ED397563
EA027960	ED397564
EA027961	ED397565

UD - Urban Education

UD029986	ED398290
UD031098	ED398291
UD031099	ED398292
UD031100	ED398293
UD031101	ED398294
UD031102	ED398295//
UD031103	ED398296
UD031104	ED398297//
UD031105	ED398298//
UD031106	ED398299//
UD031107	ED398300//
UD031108	ED398301//
UD031109	ED398302//
UD031110	ED398303
UD031111	ED398304
UD031112	ED398305//
UD031113	ED398306//

UD031114	ED398307//
UD031115	ED398308//
UD031116	ED398309//
UD031117	ED398310
UD031118	ED398311//
UD031119	ED398312
UD031120	ED398313//
UD031125	ED398314
UD031126	ED398315
UD031127	ED398316
UD031128	ED398317
UD031129	ED398318
UD031130	ED398319
UD031131	ED398320
UD031132	ED398321
UD031133	ED398322
UD031134	ED398323
UD031136	ED398324
UD031137	ED398325
UD031138	ED398326
UD031139	ED398327
UD031140	ED398328
UD031141	ED398329//
UD031142	ED398330
UD031143	ED398331
UD031144	ED398332
UD031145	ED398333
UD031147	ED398334
UD031148	ED398335
UD031149	ED398336
UD031150	ED398337
UD031152	ED398338
UD031255	ED398339
UD031256	ED398340
UD031257	ED398341
UD031258	ED398342
UD031259	ED398343
UD031260	ED398344
UD031261	ED398345//
UD031262	ED398346//
UD031263	ED398347//
UD031264	ED398348//
UD031265	ED398349//
UD031266	ED398350//
UD031282	ED398351

EC - Disabilities and Gifted Education

EC304894	ED397566
EC304895	ED397567
EC304896	ED397568
EC304897	ED397569
EC304898	ED397570
EC304899	ED397571
EC304900	ED397572
EC304901	ED397573
EC304902	ED397574
EC304903	ED397575
EC304904	ED397576
EC304905	ED397577
EC304906	ED397578
EC304907	ED397579
EC304908	ED397580
EC304909	ED397581

EC304910	ED397582
EC304911	ED397583
EC304912	ED397584
EC304914	ED397585
EC304915	ED397586
EC304916	ED397587
EC304917	ED397588
EC304919	ED397589
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EC304921	ED397591
EC304922	ED397592
EC304923	ED397593
EC304924	ED397594
EC304925	ED397595
EC304926	ED397596
EC304927	ED397597
EC304928	ED397598
EC304929	ED397599
EC304930	ED397600//
EC304931	ED397601
EC304932	ED397602
EC304933	ED397603
EC304934	ED397604
EC304935	ED397605
EC304936	ED397606
EC304937	ED397607
EC304938	ED397608
EC304939	ED397609
EC304941	ED397610
EC304942	ED397611
EC304944	ED397612
EC304945	ED397613
EC304946	ED397614
EC304947	ED397615
EC304948	ED397616
EC304949	ED397617
EC304950	ED397618
EC304951	ED397619//
EC304952	ED397620
EC304997	ED397621//

FL - Language and Linguistics

FL021206	ED397622
FL021207	ED397623
FL021272	ED397624
FL023012	ED397625
FL023013	ED397626//
FL023014	ED397627
FL023028	ED397628
FL023464	ED397629
FL023562	ED397630
FL023659	ED397631
FL023705	ED397632
FL023709	ED397633
FL023724	ED397634
FL023728	ED397635
FL023750	ED397636
FL023773	ED397637
FL023774	ED397638
FL023789	ED397639
FL023851	ED397640
FL023852	ED397641
FL023853	ED397642

FL023868	ED397643
FL023941	ED397644
FL023942	ED397645
FL023944	ED397646
FL023946	ED397647
FL023950	ED397648
FL023951	ED397649
FL023952	ED397650
FL023953	ED397651
FL023954	ED397652
FL023956	ED397653
FL023958	ED397654
FL023959	ED397655
FL023961	ED397656
FL023962	ED397657
FL023963	ED397658
FL023964	ED397659
FL023965	ED397660
FL023973	ED397661
FL023979	ED397662
FL023987	ED397663
FL023988	ED397664
FL023989	ED397665//
FL023990	ED397666
FL023991	ED397667
FL023992	ED397668
FL023993	ED397669
FL023994	ED397670
FL023996	ED397671//
FL023997	ED397672//
FL023998	ED397673
FL023999	ED397674
FL024000	ED397675
FL024001	ED397676
FL024002	ED397677
FL024003	ED397678
FL024006	ED397679
FL024007	ED397680
FL024008	ED397681
FL024009	ED397682
FL024010	ED397683
FL024011	ED397684
FL024012	ED397685
FL024013	ED397686
FL024014	ED397687
FL024015	ED397688
FL024016	ED397689
FL024017	ED397690
FL024018	ED397691
FL024019	ED397692
FL024020	ED397693
FL024021	ED397694
FL801120	ED397695

HE - Higher Education

HE029278	ED397696
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HE029281	ED397699
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HE029370	ED397768
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HE029373	ED397771//

IR - Information and Technology

IR017960	ED397772
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IR018031	ED397843
IR018032	ED397844
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IR055949	ED397855//
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IR055953	ED397857
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IR055955	ED397859

JC - Community Colleges

JC960429	ED397860
JC960430	ED397861
JC960440	ED397862
JC960444	ED397863
JC960451	ED397864
JC960458	ED397865
JC960459	ED397866
JC960460	ED397867
JC960462	ED397868
JC960463	ED397869
JC960464	ED397870
JC960465	ED397871
JC960466	ED397872
JC960467	ED397873
JC960468	ED397874
JC960469	ED397875
JC960470	ED397876
JC960471	ED397877
JC960476	ED397878
JC960477	ED397879
JC960481	ED397880
JC960482	ED397881
JC960483	ED397882
JC960484	ED397883
JC960486	ED397884
JC960487	ED397885
JC960488	ED397886
JC960489	ED397887
JC960490	ED397888
JC960491	ED397889
JC960492	ED397890
JC960493	ED397891
JC960494	ED397892
JC960495	ED397893
JC960503	ED397894
JC960504	ED397895
JC960505	ED397896
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JC960507	ED397898
JC960508	ED397899
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JC960511	ED397902
JC960512	ED397903
JC960513	ED397904
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JC960523	ED397914
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JC960540	ED397917
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JC960553	ED397922
JC960554	ED397923
JC960555	ED397924
JC960556	ED397925
JC960561	ED397926
JC960562	ED397927
JC960563	ED397928
JC960565	ED397929
JC960569	ED397930

PS - Elementary and Early Childhood Education

PS022117	ED397931
PS022342	ED397932
PS023688	ED397933
PS023920	ED397934
PS024172	ED397935
PS024188	ED397936
PS024215	ED397937
PS024228	ED397938
PS024230	ED397939
PS024231	ED397940
PS024232	ED397941
PS024243	ED397942//
PS024244	ED397943//
PS024245	ED397944//
PS024259	ED397945
PS024264	ED397946
PS024267	ED397947
PS024272	ED397948
PS024273	ED397949
PS024278	ED397950

PS024283	ED397951
PS024285	ED397952
PS024296	ED397953
PS024300	ED397954
PS024302	ED397955
PS024314	ED397956//
PS024327	ED397957
PS024328	ED397958
PS024329	ED397959
PS024333	ED397960
PS024334	ED397961
PS024354	ED397962
PS024360	ED397963
PS024377	ED397964
PS024379	ED397965
PS024380	ED397966
PS024381	ED397967
PS024382	ED397968
PS024397	ED397969
PS024402	ED397970//
PS024403	ED397971
PS024404	ED397972
PS024405	ED397973//
PS024420	ED397974
PS024431	ED397975
PS024432	ED397976//
PS024434	ED397977
PS024435	ED397978
PS024438	ED397979
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PS024452	ED397985
PS024453	ED397986
PS024461	ED397987//
PS024493	ED397988
PS024505	ED397989//
PS024509	ED397990
PS024510	ED397991
PS024512	ED397992//
PS024541	ED397993
PS024553	ED397994//
PS024615	ED397995
PS024616	ED397996

RC - Rural Education and Small Schools

RC019997	ED397997
RC020485	ED397998
RC020598	ED397999
RC020608	ED398000
RC020610	ED398001
RC020613	ED398002
RC020614	ED398003